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*ILLITERACY, *EXPERIMENTAL PROGRAMS, *SOUTHERN COMMUNITY, RURAL AREAS, EDUCATIONAL PROBLEMS, *IMPROVEMENT PROGRAMS, HUMAN RELATIONS, NEGRO EDUCATION, *EXPERIMENTAL TEACHING, EDUCATIONAL DISADVANTAGEMENT, EDUCATIONAL IMPROVEMENT, TUSKEGEE, ALABAMA, MACON COUNTY

AN EXPLORATORY STUDY ON VARIOUS ASPECTS OF FUNCTIONAL ILLITERACY, AND AN EXPERIMENTAL INSTRUCTIONAL PROGRAM WERE CONDUCTED. IN MACON COUNTY, ALABAMA THE SAMPLE SELECTION CONSISTED OF APPROXIMATELY 650 NEGRO AND 10 WHITE ILLITERATES FROM A SOUTHERN COMMUNITY. DATA WERE GATHERED THROUGH INTERVIEWS, QUESTIONNAIRES, TESTS, AND RATING TECHNIQUES. DATA WERE ANALYZED ON PERSONAL VARIABLES, EDUCATIONAL BACKGROUND, EDUCATIONAL ASPIRATIONS, ECONOMIC STATUS, AND COMMUNITY INVOLVEMENT AND PARTICIPATION. APPROXIMATELY 18 PAGES REPORTED CONCLUSIONS AND RECOMMENDATIONS. SOME OF THE MORE GENERAL FINDINGS WERE--(1) 96 PERCENT OF THE SUBJECTS HAD COMPLETED ONLY THE EIGHTH GRADE OR LESS, (2) REASONS FOR ILLITERACY WERE MANY AND VARIED, AND (3) TWO OF THE MAJOR PROBLEMS WERE FOUND TO BE THE INDIFFERENT ATTITUDE OF THE STATE TOWARD ILLITERATE NEGROES AND CAUCASIANS AND A COMMUNICATION BREAKDOWN BETWEEN THE RACES. THE TEACHING AND TESTING EXPERIMENTS INDICATED ENTHUSIASTIC PARTICIPATION BY THE SUBJECTS. THE SUBJECT MATTER OFFERED APPEARED TO MEET THEIR NEEDS. THE RECOMMENDATIONS SUGGESTED MEANS TO AMELIORATE PROBLEMS AND PROVIDE OPPORTUNITIES FOR ILLITERATE PERSONS. (RS)

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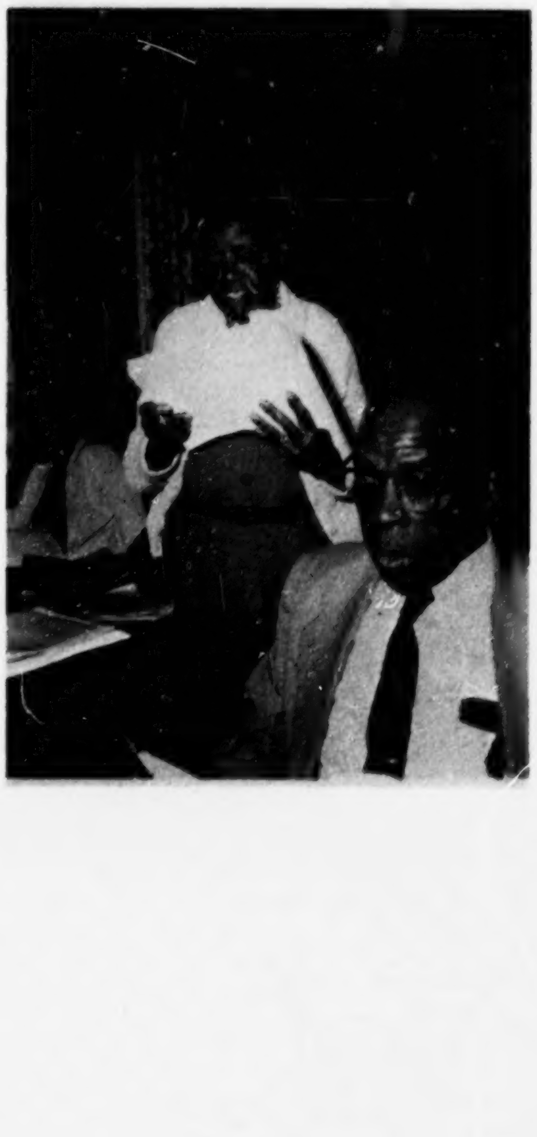

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CHAPTER I

PURPOSE AND BACKGROUND OF THE PROJECT

A. PURPOSE

The primary objective of this project was concerned with comprehensively identifying the problems of functional illiteracy in Macon County, Alabama. The many variables which contribute to functional illiteracy were examined in terms of the functional illiterate persons, status and self-image, educational level, economic and civic activities, health and nutritional practices, etc.

The secondary objective was concerned with conducting a limited amount of experimental teaching of functional illiterate persons in three communities. In conjunction with these objectives, the contracting agency assumed the responsibility of making referrals to other organizations and agencies in cases where the contracting agency could give us immediate assistance.

B. BACKGROUND

The setting giving rise to the problem is as alarming as the problem itself. In 1950, there were 835 non-whites and 35 whites who were residing in rural communities in Macon County, Alabama who had not successfully completed a single year of formal schooling, and 3,150 and 170 respectively who had completed less than five years of formal schooling. In 1960, there were 995 non-white and 50 whites who had not completed a single year of formal schooling and 4,007 and 506 respectively who had completed less than six years of formal schooling.

Non-whites comprise 84 per cent of the total population in this county.

The background giving rise to the problems of the functional illiterate persons was further compounded in many socio-cultural and economic aspects. Machines are replacing unskilled men in the factories with a gathering momentum just at a time when farmers are leaving the land in great numbers. These displaced farmers are applying, without skills, for jobs in factories which are laying off, not hiring, the unskilled. Many of the prospective workers cannot be successfully retrained at their present educational level. There is evidence that the illiterate persons are being exploited economically and are also being cheated out of their rights to participate fully as citizens. Still more crucial within this miserable background of economic, social and educational insufficiency was the fact that the illiterates on the whole did not know where to go for help and the local power structures that were not completely unconcerned about their problems, stimulated in large part the vicious circle of exploitation which destroyed the hopes and ambitions of entire families.

As may be observed from the figures given earlier in this section, there were numerically more illiterates in Macon County in 1960 than there were in 1950. Like tends to beget like and the tentative indications were in 1964 when this project started that illiterates were producing illiterates. As will be discussed in subsequent chapters the setting giving rise to this study has changed some but it is still a long way from the pattern envisioned by the architects of the Great Society.

C. RATIONALE

The rationale behind this study was far-reaching but practical and applicable. It was well recognized by the contracting agency that functional illiterate persons in Alabama (assuming, of course, that illiteracy in Macon County is typical in the State) could not be permanently helped by such programs as Aid to Dependent Children, Old Age Assistance, etc; therefore, any attempt to assist these people should be fundamental in nature. Adults who cannot read or write are in need of knowledge about sound domestic relations, economic improvement, available public services, rights privileges, obligations of citizenship and a list of other needs that cannot successfully be acquired without learning how to read and write. The contracting institution recognized also the problems of the illiterate persons are unique and different among themselves. How then can programs be developed which are fundamental in nature to give permanent assistance to the illiterate? The first and basic step taken was to identify the problems of a large sample of functional illiterate persons and then determine what problems beyond being taught communications and computative skills were to be tackled. This study, as will be discussed in subsequent sections, has provided the data, and in part the "know-how" which laid the foundation for a major attack in four counties in Alabama (Macon, Elmore, Bullock, Lee) to ameliorate illiteracy and some of the problems created by illiteracy.

Additionally, it was felt that new innovations had to be developed which would greatly accelerate the learning process of functional illiterate adults who in many instances had never been exposed to one hour of formal education. A great contribution would have been made if this experimental phase of the project identified beyond doubt techniques which could speed up adult learning.

The validity behind the rationale for this study depends primarily on what actions are taken based on the findings from this study; in the circumstances, time is an essential factor in vindicating the designers of the study. Every attendant factor which this study indicates contribute to illiteracy must be treated with expediency and the probabilities are that the rationale will be substantiated.

CHAPTER II

DESIGN OF THE STUDY

A. DESCRIPTION OF THE SAMPLE

The population of Macon County in 1960 was 26,717 of which 22,228 were non-whites. The sample used in this study was comprised of 658 adult functional illiterates purposively selected from Macon County, Alabama. Of this total, 648 were Negroes and 10 were Caucasians. The ten functional illiterate Caucasians included in the sample may appear to be small but it must be recognized that the functional illiterate Caucasian is less amendable to intensive interviewing than the functional illiterate Negro. Additionally, functional illiterate Caucasians in Macon County are few in number as compared to functional illiterate Negroes, and this imbalance has also contributed to the small number of Caucasians participating in the study.

B. DATA GATHERING DEVICES

The data gathering devices used in this study was comprised of the following:'

1. A comprehensive interview schedule was designed and prepared to record the data secured from functional illiterate adults by the interviewers. (Appendix 1)
2. An interview schedule was designed and used in soliciting information from the Macon County Cooperative Extension Service, Macon County Public Health Division, and the Macon County Sheriff's Department. The information obtained from each interview schedule was pertinent to the various organizations or agencies interviewed. (Appendix 2, 3, 4)

3. A questionnaire designed to seek information from voluntary organizations. (Appendix 5)
4. The Gray Oral Reading Test.
5. The Wechsler Adult Intelligence Scale.
6. Partitipants ratings of class experiences. (Appendix 6)
7. Teachers perception of the program as it is related to the participants and other relevant factors. (Appendix 7)

The seven instruments used consumed several hours given up voluntarily by the participants. The interview schedule appearing in Appendix 1 was employed to record 450 different responses from the interviewees. This schedule which was administered by a group of trained interviewers took approximately three hours to administer. Each interviewer was exposed to a 2-day workshop conducted by consultants trained in the methods of administering the schedules to the kind of people we were to reach. Additionally, the interviewers were given supervised field practice in techniques of interviewing uncooperative subjects which training proved useful in securing the cooperation of many who would have normally been excluded from this study. Rarely, was the schedule administered in any one period; more often than not, the interviewer visited the respondents' homes as much as four times before completing the interview.

The interview schedules appearing in appendices 2, 3, and 4, were not near as time consuming as the previous one discussed; however, they provided some of the information requested and was very relevant to the project. The questionnaire appearing in appendix 5 was addressed to voluntary organizations.

The other devices used will be discussed under Section C of this chapter.

C. EXPERIMENTAL TEACHING, TESTING AND EVALUATION

As mentioned earlier, experimental teaching was the secondary objective of the project. To achieve this objective, four classes were established; three in the rural communities and one within the boundaries of Tuskegee Institute. The variations in each class were designed firstly to capture the interests of the participants and secondly to identify as objectively as possible which class showed the greatest progress. For purposes of this study, progress was measured in terms of five criteria: (1) Class participation, (2) attendance, (3) teacher evaluation, (4) differences in grade equivalent between the first administration of the Gray Oral Reading Test and the grade equivalent at the final administration of the Gray Oral Reading Test and (5) changes in IQ as measured by the Wechsler Adult Intelligence Scale at the beginning of the teaching process and at the end. Each class was structured according to the following:

1. Class of twenty-three illiterate persons met Mondays, Wednesdays, and Fridays for one hour each evening. They met from February to May, 1965 and were discontinued. Class began again in September, 1965. On Mondays, the participants were introduced to familiar objects -- ash tray; flash light; umbrella; et cetera -- they were asked to describe the objects in their own words then they were taught to write and read what they said in describing the objects. Although some had never used a

pencil, they all were asked to start at the same place. On Wednesdays, they were shown a thirty minute movie of their choice and then they were asked to tell everything that they remembered seeing in the movie. The teacher recorded what each one said and on Fridays they were taught to write and read what they said they saw in the movie on Wednesdays. The age range of this group was sixteen to forty.

2. This class of thirty-one was exposed to conventional techniques using the overhead transparency projector and special preparations by Reader's Digest. They met from March to May, 1965. Class began again in September, 1965. An experimental technique was employed for a short period as follows; participants were given a stipend of ten cents for every hour they attended class and those who fell in the top fifty per cent of the class were given an increase in stipend, ranging from eleven cents to fifteen cents for the second week depending on achievement. Achievement was determined by conventional means. The procedure was repeated every two weeks. It was interesting to see the struggle for the upper strata of the upper fifty per cent of the class. Hence, there was an increase in desire and rapidity of learning due to incentive payment. The age range was forty-one to eighty-two.
3. The procedures in this group of thirty-three were identical to group 2 above in that the conventional method of

teaching was used. However, this group did not receive a stipend for attending class and met on Tuesdays and Thursdays. The age range was eighteen to forty. Further, this group covered the same amount of material in two meetings as group 2 in three meetings per week. The class met from March to May, 1965. Class began again in September, 1965.

4. Class of thirty-one illiterate persons met Mondays, Wednesdays, and Fridays. In this class, no objects were used only thirty minute films. The films were those of the participants own choosing. The teacher and the contracting agency selected a variety of films that we thought would be of benefit to them; and from these, the participants selected those in which they were interested. Each day, the participants were taught to write and read what they remembered about the film. This was a more heterogeneous group in terms of age. They ranged in age from twenty-five to sixty-three.

The participants in each class were tested at the beginning with the Gray Oral Reading Test to determine their grade equivalent (reading level) and with the Wechsler Adult Intelligence Scale to determine their IQ. A sample of the participants were again tested at the end of the teaching program to determine changes in reading levels and IQs. The investigators had to use a sample of participants for the final test because the Wechsler Intelligence Scale, in particular, is quite time consuming to administer; participants migrated to other areas of the country and some participants who were referred to other programs which offered financial buttressing were accepted and, therefore, were not available for final testing.

At the end of the teaching and testing phase, both teachers and participants were asked to evaluate their experiences. Their reactions as given on the instruments appearing in Appendices 6 and 7 will be discussed in Chapter IV.

CHAPTER III

ANALYSIS OF THE DATA

A. PERSONAL DATA

The information obtained under this heading was primarily: Place of residence, sex, age, social security number and family size. Two of these variables, age and sex, will be used frequently throughout this chapter in their relationship to other relevant variables.

During the twelve months of intensive interviewing, 658 adults were interviewed. Table 1 shows the age and sex breakdown of the interviewees.

TABLE 1

Sex and Age of a Sample of Functionally Illiterate Adults in Macon County, Alabama Completing Interview Schedule

SEX	AGE GROUPS 15-24	25-34	35-44	45-54	55-64	65 & Over	Total	Median Age
Male	16	9	24	33	47	51	180	59.5
Female	43	67	104	98	95	71	478	49.5
TOTAL . .	59	76	128	131	142	121	658	—

Of the 658 adults interviewed, 180 were males with a median age of 59.5 and 478 were females with a median age of 49.5. It is not surprising that 27.35 per cent of the interviewees are male. In general, the males were away from home trying to earn some form of subsistence for the family. Additionally, it must be noted that 28.33 per cent (51) of the 180 males were 65 years and older when interviewed, while only 14.85 per cent (71) of the 478 females were 65 years and older when interviewed. Percentagewise, there were twice as many old males around the house as there were old females. It might be inferred here, therefore, that the advanced age of the males was a factor as to why they were around the homes when the interviewers visited the families. Probably, the most significant explanation for the small number of males interviewed was the fact that males migrate in larger numbers than females even though their migratory patterns are primarily seasonal and for short periods depending, of course, on their occupational skills. For example, hundreds of males migrate from Macon County to Florida during the fruit-picking season; several move from county to county within the State of Alabama along with the itinerant loggers; and still more can be classified as odd-jobbers who are always in pursuit of an odd-job within their own environment.

The rural female expressed the desire to stay at home to take care of the children even though, in most instances, if they migrate their economic misery could possibly change in only one direction -- for the better. The rural female, who is functionally illiterate, is less anxious to change her environment than is the functionally illiterate male. The male is willing to take his chances in pursuit of a better life financially. Under the circumstances, he is always on the move. In essence, the rural functional illiterate male has unknowindly defied all conventional techniques of recruitment for most government sponsored programs. (If he is to be informed, a lot of effort must be put forth in informing the wife first). The factors discussed are those to which can be attributed the imbalance between males and females interviewed. It should not, at this point, be construed that there are more functionally illiterate females in Macon County, Alabama than there are males.

Associated with information relative to personal data, the investigators sought to determine the interviewees who regarded themselves as heads of households, and also those having social security numbers. Of the 658 interviewees, 303 (46%) indicated that they were heads of households. One hundred forty-four (47.5%) of the 303 were females. For purposes of this study, the investigators defined the head of the household as the primary wage earner and this definition was explained to each interviewee. Among the functionally illiterate rural families in Macon County, it may be inferred that percentagewise, there are as many female heads of households who are primary wage earners as there are males who are heads of households and primary wage earners. Subsequent discussion in this chapter will treat, in some detail, the present occupation of males and females participating in this study. Such discussion should reveal some information on the income range status of the primary wage earners in this universe.

Information was sought concerning the interviewees' social security card and this information, while it was useful for identification purposes, was more meaningful in terms of getting some insight into the interviewees knowledge of the value and use of social security within the economic system of the society. Five hundred and one (76%) had social security cards. Of the 478 females who completed the interview schedule, 332 (69%) had social security cards while 169 (94%) of the 180 males had social security cards. It must be noted that of the 658 functional illiterate adults who completed the interview schedule 157 (11 males and 146 females) had no social security cards. Various reasons were given by the 157 who had no social security card as to why they do not have cards. The females, in particular, pointed out that their husbands have cards and they do not need them; some said they have never worked; and still others want to know what good will it do to have a social security card. In cases where adults were found without social security cards, the interviewers made the necessary referrals after informing them of the importance of participating in the social security program.

Table 2 shows the marital status of the 658 participants interviewed.

TABLE 2

Marital Status of 658 Functional Illiterate Adults in Macon County, Alabama

Sex	Legally Married	Com. Law Marriage	Legally Divorced	Legally Separated	Separated	Widowed	Single	Total
Male	130	2	2	1	6	19	20	180
Female	299	6	11	3	24	83	52	478
TOTAL . .	429	8	13	4	30	102	72	658

Of the 658 functional illiterate adults, 429 were legally married and 8 are living in common-law marriage. Two hundred and twenty-one of the 658 adults are, for some reason, living without a spouse. Forty-six per cent (102) of those living without a spouse are either widows or widowers, and 13.6 per cent (30) either left their spouse or their spouse left them.

An effort was made to identify the size of the families contacted and also the number of persons living in one building. It was found that families ranged from 3 to 32 in size and it was also found that there were as many as 27 living in one building. Of these 27 persons, 17 were sixteen years of age or less. The family size includes members (children) of the family who have migrated to other areas, but who still keep in touch with their parents.

B. EDUCATIONAL BACKGROUND

The most significant factor in this study is the educational grade levels of the respondents and the many attendant factors which could have influenced the grade levels reported. Table 3 shows the grade levels the interviewees reported that they have completed.

TABLE 3

Interviewees Reported Grade Levels Completed

	GRADES										
SEX	0	1	2	3	4	5	6	7	8	9	TOTAL
Male	7	13	11	27	24	20	27	24	23	4	180
Female	1	18	9	24	42	42	108	95	117	22	478
TOTAL..	8	31	20	51	66	62	135	119	139	26	658

Of the 658 participants, 632 (96%) reported that they had completed the eighth grade or less. Percentagewise, more females went above the eighth grade than did males. Two and two-tenth per cent of the 180 males reported that they had completed the 9th grade and 4.6 per cent of the females reported that they had completed the 9th grade. It must be noted that 572 or 86.9% of the 658 respondents dropped out of school between completion of the 3rd grade and completion of the 8th grade. It has been found in this study and others currently in progress on Tuskegee Institute's campus that there is little or no relationship between reported grades completed and actual grade level. It is quite common to have a person report that he has completed the 12th grade and when tested with the Gray Oral Reading Test, his reading grade equivalent may be established as second or third grade. While this study was aimed at the most illiterate adults subsequent experiences by the investigators seem to indicate that the supposedly high school graduate in many instances should be included in the study.

While several other factors will be examined under educational background, the most intriguing and maybe puzzling to the conventional educator is the number of times a child must transfer before he can complete high school. Let us examine one case which is still in existence in Macon County -- children born in the Brownsville community attend school there until they complete the fourth grade, then they are transferred to Washington Public School, twenty miles from Brownsville where they complete the sixth grade; again, they are transferred to the Lewis Adams Public School which is twenty-two miles from Brownsville where they complete the seventh grade and for the final go-a-round, they are transferred to Tuskegee Institute High School which is twenty miles from Brownsville where they can start the eighth grade and continue through the twelfth. In a County with a preponderance of Negroes, only one Negro school (Macon County Public Training School) is available where children can go from the first through the twelfth grades. Getting an education in Macon County today is still rather hazardous, or maybe for some exciting because of the series of transfers, but for the adults with which this study is concerned, getting an education was more than hazardous. Recognizing that today, children have free bus transportation and other luxuries such as used books being handed down to them, the problem of getting an education may have been greatly simplified as compared to their parents. Did functional illiterate adults have free transportation, textbooks, lunch programs and so forth?

Table 4 shows the responses given relative to transportation.

TABLE 4

Responses Given by Interviewees Relative to Transportation to and from School

SEX	N/A	FREE BUS	PRIVATE TRANSP.	WALKED	TOTAL
Male	3	20	2	155	180
Female	3	71	5	399	478
TOTAL . .	6	91	7	554	658

Of the 658 functional illiterate respondents, 554 or 84 per cent had to walk to school. Ninety-one or 13.8 per cent had free transportation and seven were taken to school by their parents or guardians. Eighty-six per cent of the males walked to school and 83 per cent of all females walked to school. Both sexes were determined to make an effort but, at the same time, primarily between the third and eighth grade, they had to drop out. As reported by the interviewees, walking to school was not the worst thing during the dry seasons of the year, but during the rainy seasons of the year the roads and/or pathways were often impassable. Three hundred and seventy-nine interviewees (57.5%) reported that during the rainy seasons, they could not attend school because the roads and pathways were always closed. Table 5 shows the distance the respondents had to travel to school.

TABLE 5

Miles Traveled by Respondents to School

SEX	N/A	UNDER 1 MILE	1 - 3	4 - 6	7 - 9	10 & OVER	TOTAL
Male	4	21	80	53	13	9	180
Female	4	46	248	128	31	21	478
Total	8	67	328	181	44	30	658

Two hundred and fifty-five (38%) of the 658 respondents traveled four to six miles or more to school; thirty of the respondents, (9 males and 21 females) traveled over ten miles to school. Observing from Table 4 that 554 of the 658 respondents walked to school and relating this to the miles traveled, it is little wonder that there are as many functional illiterates in Macon County, Alabama.

Table 6 shows the number of teachers in schools attended by the respondents.

TABLE 6

Number of Teachers in Schools
Attended by Respondents

SEX	N/A	1	2	3 - 6	7 - 10	11 & OVER	TOTAL
Male	3	97	41	11	11	17	180
Female	3	208	109	54	38	66	478
TOTAL..	6	305	150	65	49	83	658

Three hundred and five (46.3%) of the 658 respondents attended schools that had only one teacher in the school and 150 or 22.7 per cent attended schools with only two teachers in the entire school. These facts coupled with a comparatively abnormal short school year made it highly conducive, for many adults, to drop out of school when they were youths. School was never challenging to most of the students. Their teachers were, in many instances, not high school graduates. The school was a place to congregate not necessarily an institution designed for teaching nor for learning. Table 7 indicates the number of rooms that were in the schools attended by the respondents.

TABLE 7

Number of Rooms in Schools Attended by Respondents

SEX	N/A	1	2	3-6	7-10	11 & OVER	TOTAL
Male	3	96	38	13	8	22	180
Female	3	203	112	55	36	69	478
TOTAL..	6	299	150	68	44	91	658

Forty-five per cent (299) of the 658 respondents attended one room schools; 23 per cent (150) attended two-room schools; 31 per cent (203) attended schools with three or more rooms and one per cent (6) attended no school or did not respond to the question. Of the 658 participants, 449 or 68 per cent of all the respondents attended on or two-room schools. One hundred and thirty-five or twenty per cent of all the respondents attended schools with seven or more rooms. The 135 respondents who attended schools with seven or more rooms were those living in or near enough to Tuskegee which was the only place in Macon

County where seven-room schools were to be found twenty years ago. It may be inferred here that the schools that were available to the participants were rather small and limited in space. To determine some of the conditions under which the respondents attended schools, the investigators sought to determine, among other things, the enrollment of the schools attended by the respondents.

Table 8 shows the enrollment in the schools attended by the participants.

TABLE 8

Number of Students Enrolled in Schools
Attended by Respondents

SEX	N/A	UNKNOWN	1 thru 50	51 thru 100	101 thru 150	151 thru 200	201 thru 250	251 thru 300	300 & Over	TOTAL
Male	3	15	35	70	23	6	1	5	22	180
Female	3	54	62	189	55	27	8	21	59	478
TOTAL..	6	69	97	259	78	33	9	25	81	658

It can be observed from Table 8 that 259 or 39 per cent of all respondents attended schools in which there were 51 to 100 enrollees and 97 or 14 per cent attended schools in which there were 1 to 50 enrollees. Two hundred and twenty-six or 34 per cent attended schools having 101 or more enrollees. Twelve per cent of all male and female respondents attended schools with 301 or more enrollees. Sixty-nine of the respondents did not know what the enrollment was in their schools. An analysis of Table 7 revealed that 449 of the 658 respondents attended one or two-room schools; in Table 8, it is indicated that 356 of the 658 participants attended schools having one to one hundred enrollees.

One may infer that in most instances, the schools were miserably overcrowded. Overcrowded schools are among the major problems yet to be solved by school administrators and educators in Macon County, Alabama up to this time.

Four hundred and eighty-three or 73 per cent of the 658 respondents indicated that their schools had wood heaters; 102 or 15 per cent indicated that their schools had coal heaters and the rest, where applicable, had fire places or central heating. There are no more wood heaters in the rural schools of Macon County, only coal heaters. The fuel for heating the schools was supplied from various sources; 213 of the respondents indicated that the County provided the fuel; 292 indicated that members of the community provided and brought fuel to the schools; 140 indicated that the pupils provided their own fuel, and 13 indicated that their teachers provided the fuel that heated their schools. Surprisingly though it may appear, the County provided heating for schools that were attended by 32 per cent of the respondents. Among the interesting experiences of one of the interviewers was the answer given to her query about the adequacy of the heating for the school. This school, in particular, is a two-room, two-teacher school with an enrollment of 95. The principal, emphatically, stated that although the one coal heater is inadequate, it makes the school building much warmer than the children's homes; in the circumstances, attendance during the winter months is always very good. What the heating conditions were in this very school twenty years ago can only be imagined as told by the respondents who attended that very school.

Of the 180 males interviewed, 27 or 18 per cent indicated that they got free textbooks while they were in school and 114 females or 24 per cent of the 478 interviewed indicated that they got free textbooks while they were in school; therefore, of the 658 respondents, 21 per cent were provided with free textbooks while they were in school. The investigators received no information as to how the other 79 per cent of the respondents got their textbooks.

One hundred and three or 15 per cent of the 658 respondents indicated that they attended schools in which there were hot lunch programs. Table 9 indicates how the female respondents got lunch while attending school and the reported grades they completed. The investigators were assuming here that hunger may have been a primary reason why the respondents dropped out of school.

TABLE 9

Means through which Female Respondents were Fed when they Attended School and Grades Completed

Grade Comp.	N/A	Free Hot Lunch	Brought Hot Lunch	Lunch Box	Went Home For	Ate at a Store	Did Without	Total
0				1				1
1	3	1		13			1	18
2				9				9
3		1	3	20				24
4			7	35				42
5		3	5	33	1			42
6	1	4	5	94	2	1	1	108

TABLE 9 (continued)

Grade Comp.	N/A	Free Hot Lunch	Brought Hot Lunch	Lunch Box	Went Home For	Ate at a Store	Did Without	Total
7	1	4	10	76	1	1	2	95
8	3	7	31	75			1	117
9	1	1	3	13	1	—	3	22
TOTAL	9	21	64	369	5	2	8	478

Of the 478 females, 369 or 77 per cent carried lunch to school; 64 or 13 per cent bought hot lunch; 21 or four per cent got free lunch; 8 went through the day without lunch; 5 went home for lunch and 2 ate at a nearby store. Examining Table 9, the means in which the respondents were fed while they were in school may have been a primary factor which enhances dropouts. For example, 21 of the 478 female respondents got free hot lunch; 8 or 38 per cent of these 21 completed the 8th grade or better; 64 of the 478 bought hot lunch; 34 or 53 per cent of the 64 finished the 8th grade or better; 369 of the 478 females carried lunch to school; 88 or 23 per cent of the 369 finished the eighth grade or better. Percentagewise, more female adults (77%) who had to carry lunch to school dropped out between grades 8 and 9 than female adults who either bought hot lunch (47%) in school or got free hot lunch (62%) while they were in school. Percentagewise, more than twice the number who bought hot lunch in school finished the 8th and 9th grades as compared to those who carried lunch to school. The probabilities are that the lunch they carried to school was not much of a lunch. Regardless of how bad or good the lunch programs were, the fact is that 139 or 29 per cent of the 478 female respondents completed the eighth grade or better.

Table 10 shows the means through which male respondents were fed when they attended school and grades completed.

TABLE 10

Means through which Male Respondents were Fed when they Attended School and Grades Completed

Grade Comp.	N/A	Free Hot Lunch	Brought Hot Lunch	Lunch Box	Went Home For	Ate at a Store	Did Without	Total
0	1			5			1	7
1	2		3	7	1			13
2				11				11
3				26		1		27
4	1		2	20			1	24
5		1	1	17			1	20
6			3	23		1		27
7			4	20				24
8			2	18	1	1	1	23
9	—	—	—	2	—	—	2	4
TOTAL	4	1	15	149	2	3	6	180

Only three categories here worth mentioning, 149 or 83 per cent of the male respondents took lunch to school; 15 or 8 per cent bought hot lunch and 6 or 3 per cent went through the day without lunch. Only one of the male respondents had a free hot lunch program in his school and peculiar enough, he completed only the fifth grade.

Fifteen per cent (27) of all males interviewed completed the 8th grade or better.

Of the 658 functional illiterate adults, 518 or 78 per cent carried some form of lunch to school; 79 or 12 per cent bought hot lunch; 22 or 3 per cent got free hot lunch; and 14 or 2 per cent had no lunch while they were attending school. Until more is known about the kinds and quality of the lunches that were carried to the schools, free hot lunch programs, and hot lunches which were purchased by the students, the investigators must remain dubious as to whether poor food and/or the lack of good food was a contributing factor to school dropouts, in the first instance and subsequently illiterate adults. The fact is, regardless of what the lunch program was, 166 or 25 per cent of the 658 functional illiterates interviewed completed the 8th or 9th grade and 75 per cent have completed 7th through zero grades.

Of the 658 respondents, 27 (9 males and 18 females) indicated that they had problems with their teachers; however, none gave this as a reason for their dropping out of school. Subsequently the reasons given by the respondents as to why they dropped out of school or never attended school will be discussed.

The evidence, up to this point, is not entirely suggestive that the respondents had optimum conditions under which to attend schools; rather, it would seem to suggest that the respondents were making an effort against all possible odds to get an education. Information was sought as to the annual amount spent by the parents of the respondents while they were in school. Table 11 indicates the annual amount spent for education on the female respondents by their parents and the grades completed by the respondents.

TABLE 11

Annual Amount Spent for Education of Female Respondents by Parents and Grades Completed by Respondents

Grade Comp.	$20 & Over	$15 thru $19	$10 thru $14	$5 thru $9	Less than $5	Not Given	Nothing	Total
0				1				1
1	1		1	5	3	3	5	18
2					4	3	2	9
3			1	2	17	2	2	24
4			5	7	19	7	4	42
5	1		4	14	9	7	7	42
6	2	2	10	24	37	24	9	108
7	2	1	6	24	36	20	6	95
8	16	10	19	25	28	14	5	117
9	2	3	1	2	4	7	3	22
TOTAL	24	16	47	104	157	87	43	478

One hundred and fifty-seven or 33 per cent of the 478 female respondents indicated that their parents spent less than five dollars ($5) per year for their (respondents) education; 104 or 22 per cent indicated that their parents spent five to nine dollars ($5-$9) annually for their education and 43 or 9 per cent of the female respondents indicated that their parents spent nothing for their education. Percentage-wise, the more the parents were able to spend on the female respondents, the longer they were able to stay in school. For example, 83 per cent of the female respondents whose parents spent over $20 per year for their education, completed the 7th grade or above: 87 per cent of those whose parents spent fifteen to nineteen dollars ($15-$19) per year for their education, completed the 7th grade or above, and 32 per cent whose parents spent nothing on them completed the 7th grade or above. Parents who spent from $15 to $19 annually for their female children's education had 44% more of them finishing 7th through 9th grades than did parents who spent less than five dollars ($5) annually. Even though the amount spent was relatively small, the figures reveal that there is a positive correlation between the amount spent annually for education by the respondents parents and the grades completed by the respondents.

The implications here are far-reaching; the County Government exerted little effort in meeting the educational needs of the majority group and the majority group had absolutely no voice in the Government of the County. Since that time, the situation has changed significantly in one direction; now the majority group in the County has a voice in the government but the results of their voice cannot be accurately and objectively evaluated. Time and the events of time within the framework of the democratic process must be permitted to have its course.

Table 12 indicates the annual amount spent for education on the male respondents by their parents and the grades completed by the respondents.

TABLE 12

TABLE 12 (continued)

Annual Amount Spent for Education of Male Respondents by their Parents and Grades Completed by Respondents

Grade Comp.	$20 & Over	$15 thru $19	$10 thru $14	$5 thru $9	Less than $5	Not Given	Nothing	Total
0					1	4	2	7
1	2	1		2	3	3	2	13
2				3	5	2	1	11
3			2	4	11	8	2	27
4		1	1	3	15	4		24
5			2	3	9	2	4	20
6	1			6	13	5	2	27
7	1		3	8	8	2	2	24
8		3	3	4	13			23
9	1		1			2		4
TOTAL..	5	5	12	33	78	32	15	180

It may be observed from Table 12 that 78 or 43 per cent of all male respondents had less than five dollars spent annually for their educational needs; 33 or 18 per cent had from five to nine dollars spent and 15 or 8 per cent indicated that nothing was spent by their parents to meet their educational needs. The pattern among the male respondents in terms of the financial aid they received from their parents while they were in school is similar to that of the female respondents. The one very important fact among the females remained constant among the females -- the more money that was spent by the parents, the longer the respondents stayed in school.

The respondents were asked what were the chief reasons why they stopped attending school. Table 13 indicates the chief reasons given by the female respondents as to why they stopped attending school.

TABLE 13

Chief Reasons Female Respondents Stopped Attending School and Grades Completed

	GRADES										
REASON	0	1	2	3	4	5	6	7	8	9	Total
N/A		2									2
Health		1		1	3	2	2	5	4	3	21
Economic	1	8	7	11	18	18	32	26	40	6	167
Parents Died		1		3	2	2	1	5	2		16
Finished Local School					1	1	17	9	7	1	36
Got Married				6	6	5	24	21	28	6	96
Uninterested Step Parents or Guardian		1	1		1	1	5	2	1	1	13
Lost Interest		1		1	3	6	15	12	12	2	52
Got Arrested					1					1	2
Got Pregnant		1		1	3	2	1	7	13		28
OTHERS	-	3	1	1	4	5	11	8	9	3	45
TOTAL. . . .	1	18	9	24	42	42	108	95	117	22	478

According to the female respondents, 167 or 35 per cent stopped attending school for economic reasons. One hundred and twenty-one or 72 per cent of the 167 completed the seventh grade or less. At grade 8, more female respondents dropped out for economic reasons (40) than in any other grade. Ninety-six or 20 per cent dropped out of school to get married. Twenty-eight or 29 per cent of the 96 females who dropped out of school to get married had completed the eighth grade or less; the bulk of them, however, (62) dropped out between the 3rd and 7th grades. The reader should not be surprised that girls dropped out of school at the third grade to get married because several reported that they were over fourteen years of age when they first attended school. It should be noted that 28 of the female respondents dropped out of school because of pregnancy and one of these reported that she became pregnant in the first grade. This surprisingly was easily validated because she had reached the age of puberty approximately two years before she first attended school. Fifty-two or eleven per cent dropped out of school because they lost interest; one of the 52 female respondents lost interest in the first grade but the majority (39) lost interest from the 6th through the 8th grade. The implications here are that these 39 respondents may have been rescued from the ranks of the illiterates if they were challenged with qualified teachers and interesting subject matter. Thirty-six or 7 per cent of the respondents dropped out of school because they had finished the local school and had no means of transportation to another school. If transportation had been available for these 36 respondents to attend other schools, they too, might have been rescued from the ranks of the functional illiterates. Further observation revealed that these 36 dropped out at grades 4-9, which would seem to suggest that there were terminal schools for all the grades from 4th grade up through the 9th. As indicated earlier, there is still at least one public school in Macon County, Alabama which terminates at the fourth grade. There is evidence as given by the respondents and relics of several old school buildings which seem to verify the fact that there were several terminal schools in Macon County over the last thirty years. Table 14 indicates the chief reason given by the male respondents as to why they stopped attending school.

TABLE 14

Chief Reasons Male Respondents Stopped Attending School and Grades Completed

	GRADES										
REASON	0	1	2	3	4	5	6	7	8	9	Total
N/A	1	2									3
Health	1	1		1	1		3		1		8
Economic	4	7	9	22	20	17	17	16	14	3	129
Parents Died				2		1		1	1		5
Finished Local School						1	2	2	2	1	8
Got Married			1		1			1			3
Uninterested Step Parents or Guardian	1			1	1	1	2				6
Lost interest		1	1	1	1		2	3	2		11
Got Arrested							1				1
OTHERS	-	2	-	-	-	-	-	1	3	-	6
TOTAL. . . .	7	13	11	27	24	20	27	24	23	4	180

One hundred and twenty-nine or 72 per cent of the one hundred and eighty male respondents stopped attending school because of economic reasons; eleven or six per cent lost interest; 8 or 4 per cent finished local school and eight or four per cent stopped attending school because of poor health. As may be observed from Tables 13 and 14, economic reasons were the chief causes of school drop outs and consequent illiteracy; however, other attendant factors given by the respondents could be responsible for several hundred drop outs in the County and should not be given any less consideration.

The foregoing section has treated, in some detail, the educational background of the 658 functional illiterates interviewed. The information has, thus far, given an insight into how people who are innocent of their arrival into a given community or region, for that matter, can be effectively conditioned into accepting ignorance, subservience, and poverty.

As was uncovered in many instances by the team of interviewers, local businessmen, landlords and employers who are one and the same person in many cases prey on the ignorance of their captive audiences (the illiterates) by freely opening charge accounts for them. They make night deliveries of groceries to them in what is commonly known as the rolling store. The illiterates never knew how much they owed and they were always behind in paying; several have related their experiences of paying for a television set or radio set and only owing two payments on it when it was repossessed. The truth of these experiences cannot be validated since the bookkeeping is only done at one end of the continuum; however, some of the most enticing articles used (television and radio) to trap the illiterate into a never ending charge account turned out to be the most powerful instruments in enlightening him. Television in particular, and the news casts from the national networks have done more to change the illiterate person's concept of himself and his role in his society than any other single mass communication media. From the interviewers point of view, a spark has been lighted among the illiterates and only education can keep it burning away at the destructive forces of ignorance. The point here is that the exploiter has put into the hands of the exploited the tools which have begun to obliterate the exploiter.

C. THE CHANGING EDUCATIONAL ASPIRATIONS OF THE FUNCTIONAL ILLITERATE

One may think that functional illiterate persons are hopeless after reaching certain ages and have lived within one environment all of their lives. This is not true now even though there is evidence that this was true ten to twenty years ago. They have hopes and expectations, and several, as will be indicated in Table 15 wish to improve their station in life. Firstly, all respondents were asked, would you go back to school if you had the opportunity to do so?

TABLE 15

Responses Received from Female Respondents as to their Desire to go Back to School and their Age Range

AGE RANGE	N/A	YES	NO	TOTAL
15 - 24	1	42		43

TABLE 15 (continued)

AGE RANGE	N/A	YES	NO	TOTAL
25 - 34		64	3	67
35 - 44		102	2	104
45 - 54	1	95	2	98
55 - 64	1	87	7	95
65 & over	1	62	8	71
TOTAL . . .	4	452	22	478

Four hundred and fifty-two or 95 per cent of the female respondents indicated that they would go back to school if they had a chance to do so. It is pathetic, yet interesting to note that 87 per cent of all females 65 years of age and older indicated that they would go back to school if they had a chance to do so. Age is not a limiting factor in their desire to go back to school. In one of the experimental teaching classes, both a mother and her son were enrolled, their ages being 84 and 63 respectively. If all the persons who wanted an opportunity to go back to school should get it, thousands of Negroes in Macon County who are now "underemployed" or "unemployed" would be enrolled in adult schools. Table 16 indicates the responses received from female respondents as to their desire to go back to school and the range of their ages.

TABLE 16

Responses Received from Female Respondents as to
Desire to go Back to School and their Age Range

TABLE 16 (continued)

AGE RANGE	N/A	YES	NO	TOTAL
15 - 24		16		16
25 - 34		9		9
35 - 44	1	22	1	24
45 - 54		31	2	33
55 - 64	1	44	2	47
65 & over	1	46	4	51
TOTAL . . .	3	168	9	180

One hundred and sixty-eight or 93 per cent of all male respondents indicated that they would go back to school if they had a chance to do so. Ninety per cent of all males sixty-five years of age and older indicated that they would go back to school if they had a chance to do so. One hundred per cent of all male respondents 15 - 34 years of age indicated that they would go back to school if they had a chance to do so. There is no doubt in the investigator's mind that all respondents, males and females, have recognized that their world is hostile and hazardous to live in primarily because they (respondents) are illiterate. Secondly, an effort was made to identify the respondents interests in terms of what they would want to learn. Table 17 indicates what the female respondents say they want to learn most when they go back to school. The rationale here was to get the respondents to assist in identifying their most urgent educational needs.

TABLE 17

Responses Received from Female Respondents as to what they want to Learn Most

AGE RANGE	NOT GIVEN	READING, WRITING, & ARITHMETIC	TRADE	TOTAL
15 - 24	3	34	6	43
25 - 34	3	49	15	67
35 - 44	6	89	9	104
45 - 54	9	79	10	98
55 - 64	16	70	9	95
65 & over	14	51	6	71
TOTAL . . .	51	372	55	478

Three hundred and seventy-two or 78 per cent of all female respondents indicated that they wanted to learn how to read, write, and do arithmetic more than anything else. The implications here are tremendously important. The respondents have recognized through years of hardships and economic deprivation that being able to read, write and calculate is not a luxury but is a function of everyday living.

Fifty-five or 12 per cent of the female respondents said they wanted to learn a trade. Among the fifty-five females are six who are 65 years of age or older. Fifty-one or 11 per cent of the females did not indicate what they wanted to learn most if and when they had an opportunity to go back to school.

Table 18 indicates the responses received from female respondents as to what they want to learn most.

TABLE 18

Responses Received from Female Respondents as to what they want to learn Most

AGE RANGE	NOT GIVEN	READING WRITING, & ARITHMETIC	TRADE	TOTAL
15 - 24	1	11	4	16
25 - 34		5	4	19
35 - 44	2	15	7	24
45 - 54	2	26	5	33
55 - 64	3	39	5	47
65 & over	6	43	2	51
TOTAL . . .	14	139	27	180

One hundred and thirty-nine or 77 per cent of all male respondents indicated that they wanted to learn to read, write and calculate more than anything else. Twenty-seven or 15 per cent want to learn a trade most and 14 or 7 per cent did not indicate what they want to learn most. Of the 658 respondents, 511 or 78 per cent indicated that they want to learn how to read, write and calculate more than anything else, 65 or 10 per cent did not tell what they wanted to learn most and 82 or 12 per cent indicated that they wanted to learn a trade more than anything else.

It may be observed from Table 3 on page 15 that 266 of the respondents had finished the eighth grade or above. The investigators had assumed that persons with eight years and more of formal education should be able to function effectively and intelligently within their rural environments. This assumption must have been wrong because some of these persons who have completed the eighth grade and above have indicated that they wanted to go back to school to learn to read, write and do arithmetic. The functional illiterate person is aware that while he was a victim of "social promotion" in the classroom, a student of unqualified teachers and most serious of all he was the victim of a system which predetermined his potentialities. The term "social promotion" refers to the policy in schools which passes or promotes all who were enrolled in a particular grade to the next with no regard to how poorly they achieve. Being a victim of all these unfortunate circumstances, the vehicles through which he could emerge from his dilemma were non-existent and the functional illiterate has accounted for what is commonly known in the affluent society as the "culturally deprived".

The respondents were probed to determine if all they wanted to do was really just to be able to read, write, and do arithmetic. The object behind the probe was to determine if all they wanted was to become literate cotton pickers, share croppers, loggers, etc. The investigators were satisfied with evidence from preliminary studies that literacy is not a counterpart of share cropping, cotton picking, logging, etc. to be literate is the first and most fundamental disqualifying factor from anyone of the occupations mentioned. This statement is particularly true in Macon County, therefore to improve the literacy levels of people without providing compensating occupational levels would not only disrupt employer-employee relationship but would be suicidal economically for those that are already poor. As literacy levels are raised therefore saleable skills must also be taught to those who have improved their literacy levels. Having this information at hand, all respondents were asked to indicate the trade or skill which they would want to learn most. This question as it was asked turned out to be a very important one because many of the functional illiterates think that school, as it is known today, is a place where only reading, writing and arithmetic is taught. Table 19 indicates the trade choices of all female respondents and their age range.

TABLE 19

Choices and Ages of Female Respondents

	AGE GROUPS						
TRADE CHOICE	15 thru 24	25 thru 34	35 thru 44	45 thru 54	55 thru 64	65 and over	TOTAL
None		1	4	5	15	24	49
Nurse's Aide	21	22	37	24	16	9	129
Beautician =	3	12	9				24
Typing	7	9	4	1	2	1	24
Seamstress	6	18	39	56	45	23	187
Cooking	1	2	4	3	5	5	20
Mechanic	1						1
Meat Processing		1					1
Welding					1	1	2
Plumbing	1						1

TABLE 19 (continued)

TRADE CHOICE	AGE GROUPS 15 thru 24	 25 thru 34	 35 thru 44	 45 thru 54	 55 thru 64	 65 and over	TOTAL
Other	3	2	7	9	11	8	40
TOTAL . . .	43	67	104	98	95	71	478

Forty-nine or 10 per cent of the 478 females gave no indication as to their trade choice, however 39 of the forty-nine were fifty-five years old and older. Age seems to have been a factor in the decision taken by some of those who had no trade choice. The two most popular trade choices among the females were seamstress (187) and nurses's aide (129). These trade choices in themselves tell a story -- the Veterans Administration Hospital is located in Tuskegee, Macon County and several Negroes work there as nurses's aides and they have economic status if no intellectual status, the seamstress as seen through the eyes of the functional illiterate female in Macon County is her own boss and she determines in part how much money she earns by charging her customers so much for making their dresses. The community seamstress like the nurse's aide that is employed at the hospital has some form of economic security; in addition, by virtue of her many contacts, she is a community or local leader. Traditionally, mechanics, plumbers, and welders were considered skills exclusively practiced by men but four women have chosen these skills. Of the two women that would like to be welders, one is between 55 to 64 years old and the other is 65 years old or older. As of this time, the investigators cannot rationally or objectively determine the thinking and/or past experiences of these two females why they would want to be welders in the "mid-afternoon or twilight" of their productive years. Probably, the important thing to bear in mind here is that four hundred and twenty-nine of the four hundred and seventy-eight females want to train in some salable skills and as of now the facilities for training are not available to them. Table 20 indicates the trade choices of all male respondents and their ages.

TABLE 20

Trade Choices and Ages of Male Respondents Age Groups

	AGE GROUPS						
TRADE CHOICE	15 thru 24	25 thru 34	35 thru 44	45 thru 54	55 thru 64	65 and over	TOTAL
None				2	7	19	28
Carpentry	2		3	9	11	8	33
Brick Masonry	6	3	3	5	4	2	23
Barbering				1		1	2
Nurse's Aide				2		1	3
Typing			1				1
Tailoring				1	2		3
Cooking			1				1
Mechanic	6	5	10	3	8	9	41
Meat Processing			1		1		2
Electricity			2	1	1		4
Welding	1				1		2
Plumbing			1		1		2
Other	1	1	2	9	11	11	35
TOTAL	16	9	24	33	47	51	180

Of the 180 male respondents, 28 or 15 per cent had no trade choices. It is evident here that age was a factor in their decision because 26 of the 28 who had no trade choices are 55 years old and older and the other two are between 45 and 54 years old. The three most popular trade choices were mechanics, carpentry, and brickmasonry. Seventeen of the 41 males who selected mechanics to be trained in were 55 years old and older. Thirty-two of the 51 males who were 65 years or older chose some skill in which they would like to be trained; for them, age is not a factor in choosing a skill they are, however, too advanced in age to be taught that age is a limiting factor in performing certain skills.

Of the 658 female and male respondents, only seventy-seven did not want to learn some sort of skill, and 43 of the 77 were sixty-five years of age or older.

The data have revealed, up to this point, that 571 or 87 per cent of all the respondents want to learn a trade. Since facilities to teach the many skills chosen by the respondents are very limited in Macon County and the communities within the county, the respondents were asked: Are you willing to leave home to learn a trade? Table 21 indicates the females' responses and their ages.

TABLE 21

Female Responses as to Their Willingness to Leave Home to Learn a Trade and their Ages

AGE	YES	NO	TOTAL
15 - 24	27	16	43
25 - 34	36	31	67

TABLE 21 (continued)

AGE	YES	NO	TOTAL
35 - 44	43	61	104
45 - 54	39	59	98
55 - 64	13	82	95
65 & over	2	69	71
TOTAL	160	318	478

Three hundred and eighteen or 67 per cent of all females interviewed indicated that they will not leave their homes to learn a trade. Forty-six per cent of all females (478) 54 years of age and younger indicated that they were willing to leave home to go and learn a trade. Table 22 indicates the males' responses and their ages.

TABLE 22

Male Responses as to Their Willingness to Leave Home to Learn a Trade and Their Ages

AGE	YES	NO	TOTAL
15 - 24	16		16
25 - 34	7	2	9
35 - 44	19	5	24
45 - 54	16	17	33
55 - 64	19	28	47
65 & over	4	47	51
TOTAL	81	99	180

Eighty-one or 45 per cent of the 180 males interviewed, indicated that they are willing to leave home to learn a trade. Fifty-eight or 72 per cent of the 81 respondents are from 15 to 54 years of age and one hundred per cent (16) of all male respondents, 15 through 24, indicated that they will leave home to go and learn a trade.

Percentagewise, more males (45 per cent) than females (33 per cent) indicated that they will leave home to learn a trade. Indications are from this and other studies that Negro females in Macon County are desperately in need of training; yet, relatively few are willing to leave home to get the training they need. The implications here are numerous and must be clearly understood before the situation can be objectively judged. Firstly, the Negro female is the anchor person in the family; she is responsible for taking care of the children, grandchildren and maybe one or two old folks who cannot move about. She is also responsible for growing the home garden which is a very important entity in the family's food program and most important, the Negro female in Macon County, Alabama must always be around to make decisions on all matters affecting the male (husband) whether he is there or not. In essence, she is the head of the household who carries every imaginable responsibility including that of primary wage earner. In the light of the foregoing discussion, the Negro female in Macon County, Alabama is faced with a difficult decision to make when she is offered training away from home.

There is no doubt that she is in need of training but the many inhibiting factors surrounding her life must first be removed before she can confidently accept the opportunity to change.

D. OCCUPATION AND ECONOMIC STATUS OF RESPONDENTS

It is quite conceivable that illiteracy is a by-product of poverty or vice versa, whichever it is, there is a positive relationship between illiteracy and poverty. Recognizing this fact, the investigators sought to identify the occupation and economic status of the respondents. Table 23 indicates the occupation of the respondents and their sex.

TABLE 23

Occupation and Sex of Respondents

Sex	Farm Labor	Farming	Non-Farm Labor	Domestic Work	Unemployed	Retired	Housewife Only	Other	Total
Male	14	93	26	5	11	22		9	180
Female	28	104	11	55	17	31	222	10	478
TOTAL . .	42	197	37	60	28	53	222	19	658

Of the 658 respondents, 197 or 30 per cent were farmers; 222, all of whom were females or 34 per cent were housewives and 28 or four per cent were unemployed. The top wages for the domestic worker was $17.50 per week with some fringe benefits such as free meals and a half-day off on Saturdays or Sundays. The bottom of the wage scale for the domestic worker was $5.00 per week but with more fringe benefits.

In the "Society Hill Community" the $5.00 per week domestic generally has a husband or a male companion who works on her employers farm or at the saw mill. The ones who work on the farm are generally paid as much as $5.00 per day from "sun up to sun down" but they are provided with free housing. Some workers receive daily wages as low as $2.00 per day when work is available. Note here, the female is paid $5.00 per week and the male companion who works on the farm gets $5.00 per day (6 days a week), totalling $35.00 per week, but then they have a free house. The condition of the house is another matter and will be discussed in Chapter VI. In this same community "Society Hill" there is a saw mill and employees are paid as much as $60.00 per week, but then the owners of the saw mill own the combination grocery and dry goods or "general" store. Purchasing at this store is a pre-requisite to keeping a job at the mill. Prices at the "general" store are generally a little higher than anywhere else in the County and the accounts, of course, are kept only by the store owners. Employment among this group of people, and in general, the functional illiterate in Macon County, Alabama should not be interpreted to mean that they are equitably reimbursed for services rendered; they are only partially reimbursed for services rendered. As a result of these imbalances between labor and wages, the economic status of the respondents are deplorable. Table 24 indicates the annual income of the female respondents and their occupation.

TABLE 24

Annual Income of Female Respondents
and their Occupation

TABLE 24 (continued)

Occupation	$2000 & over	$1500 - $1999	$1000 - $1499	$500 - $999	Less than $500	Total
Farm Labor	2	4	1	5	16	28
Farming	5	17	18	10	54	104
Non-Farm Labor	3	1	6		1	11
Domestic Work	3	4	19	12	17	55
Unemployed	2	1	1		13	17
Retired	2	1		1	27	31
Housewife Only	18	4	15	9	176	222
Other	—	2	—	5	3	10
TOTAL	35	34	60	42	307	478

Three hundred and seven or 64 per cent of all female respondents indicated that they earned less than $500 annually. Of these 307 females, 176 were housewives and 54 were farmers. Only 35 or 7 per cent of all female respondents indicated that their annual income was above $2,000 and 18 or 51 per cent of the 35 who had income above $2,000 are housewives. One hundred and four or 22 per cent of all female respondents are farmers and 64 or 62 per cent of all female respondents who are farmers have an annual income of $999 or less. Farming in the economic sense is a meaningless endeavor for those who say they are farmers, beyond providing the household with food during certain periods of the year, farming as it is done by the respondents serves as a device to get them further into debt. Four hundred and nine or 86 per cent of all female respondents have an annual income of $1,499 or less. The most unfortunate thing about their condition was that they recognized their poverty and the many things of which they are deprived but they could not do anything about it. Table 25 indicates the annual income of the male respondents and their occupation.

TABLE 25

Annual Income of Male Respondents
and their Occupation

Occupation	$2000 and over	$1500 to $1999	$1000 to $1499	$500 to $999	Less than $500	Total
Farm Labor	3	1	2	1	7	14
Farming	17	18	25	12	24	96
Non-Farm Labor	13	4	5	2	2	26
Domestic Work	2	1	1	1		5
Unemployed				1	6	7
Retired	1			1	21	23
Other	7	1	—	—	1	9
TOTAL . . .	43	25	33	18	61	180

Sixty-one or 34 per cent of all male respondents indicated that their annual earning was less than $500; of these 61 respondents, 24 are farmers and 21 are retired. Ninety-six or fifty-three per cent of all male respondents are farmers and 79 or 82 per cent of the male respondents who said they are farmers indicated that their annual income is under $2,000. Forty-three or 23 per cent of the 180 male respondents had annual income of over $2,000 and 13 of these were involved in non-farm labor. Percentagewise, as would be expected, there are more males who have annual incomes of over $2,000 than there are females. The entire economic situation of the respondents was, however, very deplorable. When family size was taken into consideration along with other factors, there is not one of all the respondents who was not culturally deprived. Within this economic dilemma, the investigators sought to determine what help, if any, were the respondents getting via welfare funds. Welfare funds in Macon County are handled by the Department of Pensions and Securities. Table 26 indicates the responses received from the female respondents as to whether they were receiving public financial assistance from the Department of Pensions and Securities.

TABLE 26
Responses Received from Female Respondents Regarding
Public Financial Assistance and Their Present Occupation

Occupation	Yes	No	Total
Farm Labor	4	24	28
Farming	6	98	104
Non-Farm Labor		11	11
Domestic Work	1	54	55
Unemployed	6	11	17
Retired	14	17	31
Housewife Only	19	203	222
Other	1	9	10
TOTAL	51	427	478

Fifty-one of all female respondents or 11 per cent of the 478 female respondents were receiving some form of public financial assistance from the Macon County Department of Pensions and Securities. Of these fifty-one, 14 were retired and nineteen were housewives. Table 27 indicates the responses received from male respondents as to whether they were receiving public financial assistance from the Macon County Department of Pensions and Securities.

TABLE 27

Responses Received from Male Respondents Regarding Public Financial Assistance and Their Present Occupation

Occupation	Yes	No	Total
Farm Labor		14	14
Farming	8	88	96
Non-Farm Labor	3	23	26
Domestic Work		5	5
Unemployed	1	6	7
Retired	10	13	23
Other	—	9	9
TOTAL	22	158	180

Of the 180 male respondents, 22 or 12 per cent were receiving some form of public financial assistance from the Macon County Department of Pensions and Securities. Of these 22 respondents ten were retired and eight were farmers.

The evidence is somewhat inconclusive but as a result of repeated discussions with the respondents the interviewers were led to believe that welfare funds in Macon County were not being given to the most needy families. Additionally, some families indicated that "strings" were attached to their getting welfare funds. Whether the families were wrong or right; the fact is that significant changes have taken place in disbursing welfare funds. These changes have included more of the needy families although there are several families in the County that could be benefited by welfare funds.

The economic status of the functional illiterate in the county is probably as bad as the poorest throughout the country; however, these people have hope at this time that they did not have when this project began. They see clearly the intentions of the Federal Government and the County Government even though the State Government might be belligerent towards programs designed to improve the masses. It is evident that in the relatively near future, the net annual income of all residents in Macon County will be increased and wages will be more in line with services rendered.

E. COMMUNITY INVOLVEMENT AND CIVIC PARTICIPATION

Every effort was made by the investigators to find out the extent to which the respondents involved themselves in community affairs. The data seem to indicate that most community activities revolved around the churches and in general involvement in church activities was the only type of community involvement that was available to the functional illiterates in Macon County, Alabama. This study was not designed to interfere or infringe upon anyone's religious freedom; however, it was felt that information about the functional illiterate's religious activities might give some insight into their overall mode of existence. Of the 658 respondents, 632 are members of churches; 26 (16 females, 10 males) have no membership in any church. The Baptist and the Methodist are the religious denominations to which over ninety-five per cent of the respondents belong. It was of interest to note how these churches were maintained economically. The respondents were asked about how much in terms of cash they contributed annually to the church. Table 28 indicates the marital status of the female respondents and the amount contributed annually to the church.

TABLE 28

Marital Status of Female Respondents and Annual Contribution to the Church

Marital Status	$15 & over	$12 to $14	$9 to $11	$6 to $8	$3 to $5	Less than $3	Nothing	Total
Married	225	30	11	9	5	5	14	299
Common Law Marriage	2		2	1			1	6
Legally Divorced	7	2	1	1				11
Legally Separated	1	1					1	3
Separated	14	2	2	3	2		1	24
Widowed	51	11	8	7	4		2	83
Single	27	6	3	2	5		9	52
TOTAL	327	52	27	23	16	5	28	478

Three hundred and twenty-seven or 68 per cent of all female respondents indicated that they contributed over $15.00 per year to the church; 123 or 26 per cent contributed from one to 12 dollars annually and 28 or 6 per cent of the four hundred and seventy-eight female respondents contribute nothing in terms of cash to the church. Ninety-eight per cent (225) of all married female respondents, 61 per cent (51) of all widowed female respondents, 58 per cent (14) of all separated female respondents, and 52 per cent (27) of all single female respondents contribute over $15 annually to the church. Percentagewise, and numerically for this study, married women and widowed women contributed more to the church than do women who fall into other marital categories. Table 29 indicates the marital status of the male respondents and the amount contributed annually to the church.

TABLE 29

Marital Status of Male Respondents and Annual Contribution to the Church

Marital Status	$15 & over	$12 to $14	$9 to $11	$6 to $8	$3 to $5	Less than $3	Nothing	Total
Married	93	14	9	3	5		6	130
Common Law Marriage	1			1				2
Legal Divorced	1	1						2
Legal Separated							1	1
Separated	4	1				1		6
Widowed	10	5	2	1			1	19
Single	6	2	2	3	2		5	20
TOTAL	115	23	13	8	7	1	13	180

One hundred and fifteen or 64 per cent of all male respondents indicated that they contributed over $15.00 annually to the church; 52

or 29 per cent contributed from one to 12 dollars annually and 13 or 7 per cent indicated that they contributed nothing in terms of cash to the church. Seventy-two per cent (93) of all married male respondents and 53 per cent (10) of all widowed male respondents have contributed over $15.00 annually to the church. Percentagewise, married female respondents contributed more to the church than did married male respondents.

Of the 658 respondents, 442 or 67 per cent contributed more than $15.00 annually to the church; yet, there were only 78 or 12 per cent of all respondents who had annual income of $2,000 or above. Assuming that the 442 respondents contributed nothing over fifteen dollars, their total annual contribution to the church would have been $6,630 which is an extremely large amount of money for persons who earned in general, less than $2,000 per year. Only 26 of the 658 respondents indicated that they discussed their private and spiritual problems with their ministers; yet, the church is still the most powerful organization in the community. A dichotomous view may be distilled from the findings that the rural churches serve on one hand as an outlet for pent-up frustrations and failures and on the other hand as the major tranquilizing force for groups of persons who have been conditioned by certain non-church groups to believe that life on earth is destined to be miserable. Had it not been for the influence of the rural churches in Macon County, it is possible that the energies of the culturally deprived persons would become the most destructive force in this county. The function of the rural churches, even though they usually met only twice per month, cannot be substituted. The rural religious centers, as they were constituted and operated in terms of twentieth century needs, were not necessarily meeting the spiritual needs of their members but they were controlling their members' emotions better than any other social institution at the time of this study. For all practical purposes, community involvement and civic participation among the functional illiterates revolved around the churches for two basic reasons, (1) the churches catered to the emotional needs of the respondents and (2) few respondents could afford financially to maintain any additional organization. As the educational levels of the respondents are improved and as job opportunities are opened up for them, then they will have other needs to be met and other social institutions will of necessity have to be fully involved in meeting the more complex needs.

The data presented in this chapter may lead one to believe that the functional illiterate persons who have been subjected to all forms of deprivation and exploitation are altogether hopeless but as stated earlier, this is not "totally" true. These people have hopes and expectations and if properly motivated, are willing to do anything honest to improve themselves. They want to change and they anxiously want to learn the means through which they may change. Assuming that reading, writing, and arithmetic are some of the vehicles through which change can be effected, the investigators devoted some time to teaching and testing a sample of the respondents in order to ascertain the effects of such undertakings. Chapter IV treats in some detail the teaching and testing phase of the project.

CHAPTER IV

TEACHING AND TESTING PROGRAM

The secondary objective of this project was designed to conduct a limited amount of experimental teaching in three communities in Macon County. The investigators were dubious as to whether this phase of the project would achieve any kind of success since participation would be voluntary on the part of the participants. The investigators were confounded throughout; participation and the interest displayed could hardly have been better. The discussion on Pages 7 through 10 gives the basic information on how the classes were set up and the different approaches that were used in the teaching process. In this chapter, the discussion will confine itself to (A) Class Participation, (B) Attendance, (C) Teacher Evaluation of Participants, (D) Differences in Grade Equivalent Between the First Results of the Gray Oral Reading Test and its Final Results, (E) Changes in IQ as measured by the Wechsler Adult Intelligence Scale before the teaching process began and at the close of the teaching, and (F) The Participants and Teachers Reaction to the Teaching Program.

A. CLASS PARTICIPATION

It was thought that it would be a most difficult problem to get the functional illiterate persons to participate in the study. Firstly, it was thought that they would not allow themselves to be interviewed for long hours and secondly that they would not voluntarily participate in class activities such as discussions, tours, and preparing the buildings for classes. These assumptions were all wrong. Apparently the approach used was responsible for the high degree of participation. The teachers had previous experience in teaching adults and above all, they were dedicated persons who could empathize and communicate with the participants. All three teachers, one of whom had a Masters degree and the others several hours beyond a Bachelors degree, spent quite a few hours per week visiting the homes of the participants. They were not just teachers but counselors as well; they conditioned the prospective participants before the teaching process began and when it actually got underway. With the exception of a very few, the participants were at east in formal learning situations. The degree of participation in a formal learning situation which involves the functional illiterate depends on several factors. One of these factors is the extent to which the prospective participant has been counseled.

B. CLASS ATTENDANCE

The ground work that was done prior to setting up the classes somewhat guaranteed good attendance at least at the opening sessions. The four classes that were set up catered to one hundred and eighteen adults in groups of 23, 31, 33,and 31 respectively. In the center where there were 33 participants, the teacher had to refuse admitting any more participants because thirty-three was over and above what was planned for. It was originally planned that no class should have more than twenty participants assuming that there would be a 25 per cent attrition, the teachers would not have more than fifteen illiterates in any one class. The attrition rate anticipated did not occur; the overall attrition rate for the first semester (February through May) was eight per cent over against the twenty-five per cent that was anticipated. The attrition rate for both semesters was twenty-two per cent but this included those participants who were referred to other programs. Why was the attendance so good even though it was voluntary? As stated earlier, there are several factors involved in teaching adults, the most fundamental of them all is to accurately identify the needs of the clientele. There is absolutely no doubt in the investigator's minds that the classes were meeting the immediate educational needs of those who attended the sessions. In addition to meeting the needs, the classes were scheduled at a convenient time for all involved. The rural classes met during the evening hours and the class that was held on Tuskegee Institute campus met during the lunch hour from 12 noon until 1 p.m. Every participant had to make some sacrifice to attend the classes but they came because a need was being met.

C. TEACHER EVALUATION OF PARTICIPANTS

Evaluation in this setting covered several phases. To evaluate progress the teacher had to be extremely keen in some areas; for example, it is easier to evaluate progress in reading and writing than it is to evaluate progress in changes in attitudes and aspirations.

For purposes of this study, evaluation was a two-way continuous process. Participants had a chance to evaluate some of their own work and the teachers evaluated the participants work in detail. A complete file was kept on each participant and at various periods, the overhead transparency projector (a visual aid equipment) was used to show the participants their first handwriting in the class as compared to their current writing. In many instances the participants did not believe they had made so much progress.

The crucial factors in evaluating the academic work of functional illiterate persons rest with the regularity with which their work is evaluated and the ability of the teacher to point out progress to the participants and NEVER to mention failures as such. Surely the teacher must always identify areas that can be improved, but to tell an illiterate person that you have failed or that you are failing is to destroy his pride and cause him to be a drop-out who may never return to formal academic instructions. The methods used to evaluate the participants were primarily simple quizzes, observations made by the teachers, and the degree to which participants became interested in solving some of their every day problems. The teachers had to observe changes in cleanliness (coming to class in clean clothes, even if the clothes are old, taking a bath before coming to classes, etc.) mannerism, speech, topics discussed informally, and so forth. In one center (Tuskegee Institute) the participants requested to be taught how to figure interests on loans, as a result of that request, the participants in the four centers were exposed to very elementary training in the wise use of money. This phase of training was very interesting to all the participants and as it now stands, they are still relatively illiterate in terms of how to avoid getting caught in a swindle. In terms of evaluating their progress, however, they have improved beyond expectations. They no longer endorse a check before they get to the bank, they no longer sign (or X) a document before they get someone to read it and explain it to them, and they have ceased buying recklessly on a time payment plan. The participants have only been introduced to learning in a formal setting but taking into consideration the progress made, they have covered immeasureable grounds.

D. DIFFERENCES IN GRADE EQUIVALENT (First and Second Administration of Gray Oral Reading Test)

The Gray Oral Reading Test was administered to the one hundred and eighteen participants the second week after classes began. The idea was to administer the test to all again at the end of the teaching process, this was not possible for three reasons: Time was a limiting factor, attrition due primarily to migration, and attrition due to some participants being accepted after referrals to other programs. Table 30 indicates the results from the forty-one participants who took both the first and second Gray Oral Reading Test.

From Table 30 it may be observed that the forty-one participants who had the Gray Oral Reading Test twice showed an average gain of 1.3 in grade equivalent. When the teaching started, the forty-one participants were averaging a grade equivalent of 3.9; at the completion of the teaching process, they were averaging a grade equivalent of 5.2. The seven males among the forty-one participants averaged slightly higher gains (1.5) than did the 34 females who registered a gain in grade equivalent of 1.3. The 34 females had an average grade equivalent of 4.0 when the teaching process started and the seven males had an average grade equivalent of 3.7. Of the 41 participants, seven had a loss in grade equivalent ranging from 0.2 to 1.3. None of the seven male participants had any loss in grade equivalent but there were two who had no gain. The loss registered by the seven females is hard to explain because so many attendant factors are involved in testing adults. The testers were all well experienced persons; moreover, its the same testers who administered the test on both occasions. The gain in grade equivalent ranged from 0.2 to 5.3. The four highest individual gains in grade equivalents

TABLE 30

First and Second Results of
Gray Oral Reading Test

Number of Participants	1	2	3	4	5
Sex	M	M	M	M	M
Age	72	53	41	43	57
Reading Test Date Feb.'65:					
Number of Errors	55	33	24	33	32
Number of Passages Read	13	9	8	9	9
Total Time (Seconds)	441	271	179	246	298
Grade Equivalent	5.2	4.7	4.6	4.3	3.2
Reading Test Date Dec.'65:					
Number of Errors	45	25	26	49	26
Number of Passages Read	13	9	13	11	9
Total Time (Seconds)	465	243	316	365	307
Grade Equivalent	5.2	6.0	9.9	4.7	4.2
GAIN IN GRADE EQUIVALENT	0.0	1.3	5.3	.4	1.0
Comprehension 1	23.0	21.5	29.0	10.0	17.0
Comprehension 2	25.5	32.0	15.0	15.0	17.5
GAIN IN COMPREHENSION	2.5	10.5	-14.0	5.0	.5

TABLE 30 (continued)

6	7	8	9	10	11	12	13	14	15
M	M	F	F	F	F	F	F	F	F
5	46	37	50	39	40	62	18	26	29
25	28	42	37	29	37	38	40	37	43
7	5	12	12	11	12	12	12	12	13
2	288	247	255	293	279	313	428	374	486
2.6	1.0	7.3	7.1	7.0	6.8	6.0	5.8	5.6	5.4
8	31	50	11	29	27	26	17	30	35
9	5	12	12	11	12	13	8	12	13
7	288	306	217	277	218	351	108	315	393
5.4	1.0	6.0	12.0	6.2	7.7	8.6	5.6	7.9	8.0
2.8	0.0	-1.3	4.9	-.8	.9	2.6	-.2	2.3	2.6
9.5	13.5	6.0	22.0	18.0	5.0	6.5	13.5	16.0	20.0
7.0	16.0	22.5	23.0	20.0	17.5	7.0	4.0	19.0	8.5
-2.5	2.5	16.5	1.0	2.0	12.5	.5	-9.5	3.0	-11.5

TABLE 30 (continued)

16	17	18	19	20	21	22	23	24	25
F	F	F	F	F	F	F	F	F	F
51	40	64	35	38	34	45	29	36	20
51	40	27	35	36	45	50	35	31	28
12	12	9	10	10	12	13	9	9	9
375	469	217	226	254	376	509	197	242	249
5.4	5.2	5.1	5.0	4.4	4.4	4.4	4.2	4.0	4.0
31	37	36	25	32	21	32	44	39	32
11	11	9	12	11	12	13	9	10	9
251	331	217	258	280	255	492	151	242	203
6.8	4.6	4.4	7.5	5.2	8.6	5.8	4.6	4.2	4.6
1.4	-.6	-.7	2.5	.8	4.2	1.4	.4	.2	.6
10.0	4.5	12.0	28.5	5.0	26.0	6.5	9.5	12.0	11.5
7.5	7.5	17.0	21.5	14.0	17.5	9.5	17.0	13.0	7.0
-2.5	3.0	5.0	-7.0	9.0	-8.5	3.0	7.5	1.0	-4.5

TABLE 30 (continued)

26	27	28	29	30	31	32	33	34	35
F	F	F	F	F	F	F	F	F	F
68	82	39	63	52	35	51	24	22	26
54	37	47	29	22	25	24	35	40	58
12	13	11	8	7	7	6	7	8	9
441	461	345	209	144	234	136	194	266	295
3.7	3.7	3.7	3.4	3.4	2.7	2.5	2.3	2.3	2.1
37	44	27	34	31	40	32	48	19	42
13	13	9	9	8	9	8	9	8	9
391	655	226	251	216	305	174	270	117	271
6.0	3.2	4.0	5.0	3.2	3.5	3.8	3.4	5.6	2.5
2.3	-.5	-.3	1.6	-.2	.8	1.3	1.1	3.3	.4
14.5	16.5	17.5	16.5	9.0	5.0	8.5	18.0	22.5	19.0
13.5	18.5	22.5	26.0	15.0	11.5	18.0	11.0	2.0	18.0
-1.0	2.0	5.0	9.5	6.0	6.5	9.5	-7.0	-20.5	-1.0

TABLE 30 (continued)

							AVERAGES		
						Total	Male	Female	Combined
36	37	38	39	40	41				
F	F	F	F	F	F				
61	36	40	42	34	32	1,761	51.6	41.2	43.0
36	68	36	31	45	40	1,538	32.9	38.5	37.5
7	9	6	6	6	7	390	8.6	9.7	9.5
57	267	192	165	247	241	11,838	278.3	290.7	288.7
2.0	1.9	1.8	1.1	1.0	1.6	161.9	3.7	4.0	3.9
29	36	35	26	26	36	1,326	32.9	32.2	32.3
9	9	7	7	7	8	411	9.9	10.1	10.0
04	360	304	187	214	238	11,449	314.4	272.0	279.2
5.7	3.3	1.8	2.7	2.4	4.4	215.2	5.2	5.3	5.2
3.7	1.4	0.0	1.6	1.4	2.8	53.3	1.5	1.3	1.3
17.5	19.5	16.0	8.0	18.5	19.5	612.0	19.1	14.1	14.9
6.5	11.5	15.5	15.0	23.5	7.0	626.0	19.7	14.4	15.3
11.0	-8.0	-.5	7.0	5.0	-12.5	14.0	.6	.3	.4

were 5.3, 4.9, 4.2, and 3.7, respectively and the ages of the participants showing these gains were 41, 50, 34, and 61, respectively. The teachers found that age is by no means an inhibiting factor in learning, however, they found that teaching the older adults was more time consuming and required more patience and understanding. It is interesting to note that the oldest participant who was 82 years old registered a loss in grade equivalent of 0.5 and the youngest participant who was 18 years old registered a loss in grade equivalent of 0.2. Probably one of the most interesting phenomenon to observe is that in general as grade equivalent increases comprehension decreases. As persons of low education levels try to increase their speed and accuracy in reading, they tend to remember less of what they read. Of the four persons who showed the highest gain in grade equivalent, one had a gain of one point in comprehension; the other three had a miserable loss in comprehension. Again, the **four** highest gains in grade equivalent were 5.3, 4.9, 4.2 and 3.7 respectively and the comparable gain in comprehension were, -14.0, 1.0, -8.5 and -11.0 respectively. The composite loss in terms of comprehension of the four best readers is 32.5 points. By the same token, the seven who showed a loss in grade equivalent showed a very appreciable increase in comprehension. These seven participants had an average loss in grade equivalent of 0.6 and they had an average gain in comprehension of 3.6 points.

The investigators relied heavily on the results of the Gray Oral Reading Test to help determine which of the four classes discussed on pages 7 through 10 learned more in terms of reading. At the beginning of the teaching process, each of the four classes had an average grade equivalent of 4.5, 3.9, 3.7 and 3.6 respectively and at the end of the teaching process each of the four classes had an average grade equivalent of 6.3, 5.4, 4.4, and 4.9, respectively. The average gains in grade equivalent per class were, therefore, 1.8, 1.5, 0.7, and 1.3, respectively, and the range was 0.7 to 1.8. It should be noted that the most significant gain in grade equivalent was achieved from the highest starting point of 4.5 grade equivalent as against all the other classes which had an average starting grade equivalent of less than 4.0. The question must be raised as to what accounts for the poor showing of the class which only improved to the extent of 0.7 grade equivalent. We wish to remind the reader at this point that the teaching phase of this project was experimental. The discussion on pages 8 through 9 under subsections 2 and 3 indicates the experiment which manifested such poor results. The experiment was designed to find out if younger persons 40 years old and below would absorb more in two-thirds of the time than older persons 41 years old and above. It was also designed to determine if a small cash incentive offered on a competitive basis would make any difference in terms of learning to read. For purposes of this phase of the experiment, therefore, two classes had to be established; the older group went to one-hour instruction classes three times per week, while the younger group went to one-hour instruction classes two times per week. The older group was given an incentive of from 10 to 15 cents per hour depending on performance and the younger group was given nothing. All other variables were kept constant; both classes met in the same building, they had the same teacher, the identical instructional materials, and the same amount and type of material was covered. Additionally, in an effort to control as many variables as possible, the classes were scheduled for the same hour every evening and a tape recorder was used to help the teacher maintain consistency in her teaching procedures.

Table 31 indicates the results from the Gray Oral Reading Test when it was first administered and Table 31a when it was finally administered to the younger group (age 40 and below). The tables also indicate the younger group's comprehension levels at the time the tests were administered.

TABLE 31

Results of Gray Oral Reading Test When First
Administered to Age Group 40 and Below
Test Date February, 1965

Number of Participants	Sex	Age	Number of Errors	Number of Passages Read	Total Time (Seconds)	Grade Equivalent	Comprehension[1]
1	F	37	42	12	247	7.3	6.0
2	F	18	40	12	428	5.8	13.5
3	F	40	40	12	469	5.2	4.5
4	F	38	36	10	254	4.4	5.0
5	F	36	31	9	242	4.0	12.0
6	F	20	28	9	249	4.0	11.5
7	F	39	47	11	345	3.7	17.5
8	F	22	40	8	266	2.3	22.5
9	F	40	36	6	192	1.8	16.0
10	F	32	40	7	241	1.6	19.5

TABLE 31 (continued)

Number of Participants	Sex	Age	Number of Errors	Number of Passages Read	Total Time (Seconds)	Grade Equivalent	Comprehension 1
11	F	34	45	6	247	1.0	18.5
TOTAL . . .		356	425	102	3180	41.1	146.5
AVERAGE . .		32.4	38.6	9.3	289.1	3.7	13.3

TABLE 31a

Results of Gray Oral Reading Test When Finally Administered to Age Group 40 and Below
Test Date December, 1965

Number of Participants	Sex	Age	Number of Errors	Number of Passages Read	Total Time (Seconds)	Grade Equivalent	Comprehension 2
1	F	37	50	12	306	6.0	22.5
2	F	18	17	8	108	5.6	4.0
3	F	40	37	11	331	4.6	7.5
4	F	38	32	11	280	5.2	14.0
5	F	36	39	10	242	4.2	13.0
6	F	20	32	9	203	4.6	7.0
7	F	39	27	9	226	4.0	22.5

TABLE 31a (continued)

Number of Participants	Sex	Age	Number of Errors	Number of Passages Read	Total Time (Seconds)	Grade Equivalent	Comprehension 2
8	F	22	19	8	117	5.6	2.0
9	F	40	35	7	304	1.8	15.5
10	F	32	36	8	238	4.4	7.0
11	F	34	26	7	214	2.4	23.5
TOTAL . . .		356	350	100	2569	48.4	138.5
AVERAGE . .		32.4	31.8	9.1	233.5	4.4	12.6

The ages of the eleven participants tested twice, ranged from 18 to 40 and they were all females. The average grade equivalent for the first reading test (Table 31) was 3.7 and the average grade equivalent for the second reading test (Table 31a) was 4.4 which showed an overall gain of 0.7 of one grade. The average comprehension level for the first test (Table 31) was 13.3 and the average comprehension for the second test (Table 31a) was 12.6 which showed an overall loss of 0.7 of one point. Let it be reiterated here that the eleven participants discussed in Table 31 and Table 31a met twice weekly for a one hour class and they were given no monetary incentive.

Table 32 indicates the results from the first administration of the Gray Oral Reading Test and Table 32a the final administration to the older group (age 41 and above). The tables also indicate the older group's comprehension level at the time the tests were administered.

TABLE 32
Results of Gray Oral Reading Test When First
Administered to Age Group 41 and Above
Test Date February, 1965

Number of Participants	Sex	Age	Number of Errors	Number of Passages Read	Total Time (Seconds)	Grade Equivalent	Comprehension 1
1	F	62	38	12	313	6.0	6.5
2	F	51	51	12	375	5.4	10.0
3	M	72	55	13	441	5.2	23.0
4	F	64	27	9	217	5.1	12.0
5	M	41	24	8	179	4.6	29.0
6	M	43	33	9	246	4.3	10.0
7	F	68	54	12	441	3.7	14.5
8	F	82	37	13	461	3.7	16.5
9	F	52	22	7	144	3.4	9.0
10	M	51	32	9	298	3.2	17.0
11	F	61	36	7	257	2.0	17.5
12	F	42	31	6	165	1.1	8.0
TOTAL		689	440	117	3537	47.7	173.0
AVERAGES:							
Male . . .		51.8	36.0	9.8	291.0	4.3	19.8
Female . .		60.3	37.0	9.8	296.6	3.8	11.8
Combined .		57.4	36.7	9.8	294.8	3.9	14.4

TABLE 32a

Results of Gray Oral Reading Test When Finally Administered to Age Group 41 and Above
Test Date December, 1965

Number of Participants	Sex	Age	Number of Errors	Number of Passages Read	Total Time (Seconds)	Grade Equivalent	Comprehension 2
1	F	62	26	13	351	8.6	7.0
2	F	51	31	11	251	6.8	7.5
3	M	72	45	13	465	5.2	25.5
4	F	64	36	9	217	4.4	17.0
5	M	41	26	13	316	9.9	15.0
6	M	43	49	11	365	4.7	15.0
7	F	68	37	13	391	6.0	13.5
8	F	82	44	13	655	3.2	18.5
9	F	52	31	8	216	3.2	15.0
10	M	51	26	9	307	4.2	17.5
11	F	61	29	9	204	5.7	6.5
12	F	42	26	7	187	2.7	15.0
TOTAL		689	406	129	3925	64.6	173.0
AVERAGES:							
Male. . .		51.8	36.5	11.5	363.3	6.0	18.3
Female. .		60.3	32.5	10.4	309.0	5.1	12.5
Combined.		57.4	33.8	10.8	327.1	5.4	14.4

The ages of the twelve participants tested twice ranged from 41 through 82. The average reading level of the class at the beginning of the teaching process (Table 32) was 3.9 and the average reading level at the end of the teaching process (Table 32a) was 5.4; the gain registered was 1.5 in terms of grade equivalent. The average comprehension level of 14.4 remained the same for both test administrations. The twelve participants discussed in Tables 32 and 32a, attended classes three times per week for one hour at each meeting and they were given 10 to 15 cents per hour depending on their performance.

The older participants showed an increase in grade equivalent of more than twice that of the younger participants. Was this increase due to the fact that the older participants got three hours of instruction per week while the younger participants had two hours per week? The investigators are dubious as to whether this is the reason because previous experiments have indicated that the rate of learning decreases as age increases; therefore, for this reason, the older participants were given a longer time to absorb the material. Was this increase due to the cash incentive that was given? Here again the investigators are dubious as to whether the incentive is the real cause for the magnificent showing of the older participants. Was this increase due to the way in which the cash incentive was given? The indications are that this is the basic cause for the increase. The incentive was set up on a competitive basis; the best performers got 15 cents per hour; the second best performers got 14 cents per hour; the third best performers got 12 cents per hour and the rest got 10 cents per hour. It should be recognized that the participants were tested every Friday evening to determine the different levels of performance and to determine who would be paid a certain amount.

The investigators recognize that much additional research is yet to be done in this whole area of adult learning but they are willing to assume that, had it not been for the competitive factor which was built into the design, the gain in terms of grade equivalent would not have been significantly higher for the older participants than it was for the younger participants. The implications here are tremendously important for government agencies and other organizations that are now embarking upon programs designed to rid this country of illiteracy. Giving fixed stipends to functional illiterates who attend adult education classes will almost certainly guarantee good attendance but do stipends motivate the adult to learn? It is the assumption of the investigators that stipends do not motivate adults to learn unless they are prorated and paid within the framework of performance.

E. CHANGES IN IQ AS MEASURED BY THE WECHSLER ADULT INTELLIGENCE SCALE

The Wechsler Adult Intelligence Scale was administered to all the participants before the teaching process began and to a sample of the participants when the teaching process ended. The idea was to determine if there would be any changes in their IQ as a result of exposure to teaching. Table 33 indicates the results of the Wechsler Adult Intelligence Scale.

Thirty-one participants ranging from age 18 to 82 were administered the Wechsler Adult Intelligence Scale on two occasions. All but seven of the 31 participants showed some improvement in their IQs. To identify increase in intelligent quotient from Table 33, column 10 should be subtracted from Column 17. For example, partici-

TABLE 33

Results of the Wechsler Adult Intelligence Scale
Before and at the End of the Teaching Process

Number of Participants	1	2	3	4	5	6
Sex	F	M	F	F	F	M
Age	68	53	52	51	62	51
Grade	7	3	8	8	7	6
Before the Teaching Process:						
Verbal	51	57	60	58	44	49
IQ	97	99	102	100	88	91
Performance	30	33	31	31	35	33
IQ	94	89	87	87	97	89
Full Scale	81	90	91	89	79	82
IQ	96	95	95	94	92	90
At the End of the Teaching Process:						
Verbal	54	48	60	51	48	62
IQ	100	90	102	93	92	104
Performance	32	38	31	47	38	42
IQ	97	96	87	108	101	101
Full Scale	86	86	91	98	86	104
IQ	100	92	95	99	96	103
GAIN in IQ	4	-3	0	-5	4	13

TABLE 33 (continued)

7	8	9	10	11	12	13	14	15	16
F	M	M	M	M	F	F	F	F	F
50	41	42	72	55	63	34	29	64	20
7	7	6	5	5	6	8	7	6	8
49	53	43	32	42	46	50	39	36	39
91	93	83	85	86	90	89	78	80	80
30	33	41	22	24	20	34	33	21	36
86	83	93	90	83	78	80	78	79	81
79	86	84	54	66	66	84	72	57	75
88	88	87	86	84	84	84	81	79	79
54	58	48	56	54	46	50	46	51	49
96	98	88	108	98	90	89	85	97	98
38	52	41	40	43	20	34	41	34	41
96	108	93	114	108	78	80	89	99	82
92	110	89	96	97	66	84	87	85	90
96	102	90	111	102	84	84	86	98	88
8	14	3	25	18	0	0	5	19	9

TABLE 33 (continued)

17	18	19	20	21	22	23	24	25	26
F	F	F	F	F	M	F	F	F	F
42	22	36	40	34	46	45	18	24	36
6	8	7	8	6	0	6	8	8	8
24	39	35	39	35	36	33	27	29	32
64	80	75	78	75	78	75	70	70	72
25	33	32	32	32	19	22	30	27	20
72	77	82	77	82	71	75	75	69	66
68	72	67	71	67	55	55	57	56	52
66	77	77	77	77	74	74	70	68	68
19	43	34	59	49	52	44	36	29	35
59	84	74	99	89	94	86	79	70	75
23	41	24	46	38	25	33	35	29	27
70	87	71	100	89	79	89	81	72	75
42	84	58	105	87	77	77	71	58	62
62	84	71	99	89	87	87	79	69	74
-4	7	-6	22	12	13	13	9	1	6

TABLE 33 (continued)

						AVERAGES		
27	28	29	30	31	TOTAL	Male	Female	Combined
F	F	F	F	F				
35	40	26	32	36	1319	51.4	40.0	42.5
8	4	8	5	6	200	4.6	7.0	6.5
32	18	30	24	28	1209	44.6	37.4	39.0
72	58	70	64	68	2501	87.9	78.6	80.7
18	27	17	21	11	853	29.3	27.0	27.5
63	75	57	63	54	2432	85.4	76.4	78.5
50	45	47	45	39	2081	73.9	65.1	67.1
67	64	62	61	60	2444	86.3	76.7	78.8
38	24	31	24	50	1402	54.0	42.7	45.2
78	64	71	64	90	2704	97.1	84.3	87.2
29	28	24	27	30	1071	40.1	32.9	34.5
78	76	67	71	79	2721	97.1	85.0	87.8
67	52	55	51	80	2473	94.1	75.6	79.8
77	68	67	65	84	2588	98.1	79.2	83.5
10	4	5	4	24	234	11.8	2.5	4.7

pant number 11 had an increase in IQ of 18 points. The seven males among the 31 participants showed, on the average, a much higher gain in IQ points than did the 24 females. The reason for this is not easily explainable; however, it is gratifying that a significant change has been made in terms of IQ points. That the IQ will tend to rise as the environment is improved was dramatically shown in a study of Negro children who moved to Philadelphia from poor environments in the South. E.S. Lee, who did the Philadelphia study in 1951, concluded, ". . . . evidently the improved environment was responsible for the increase in IQ displayed by these Southern-born Negro students".

While the investigators in this study could do very little about the physical environment of the participants, they did everything within the realms of the project to change and improve the academic environment of the participants. The increase in the IQ of the participants is, therefore, due primarily to the academic work that was done and the extent to which the participants were motivated to think and solve problems.

It would be interesting to determine, after a period of one year, if the newly acquired IQs remained the same or regressed to the point where they were before the teaching process began.

F. PARTICIPANTS AND TEACHERS REACTION TO THE TEACHING PROGRAM

The participants who attended classes were sent the Course Evaluation instrument appearing in Appendix 6. Of the 118 participants in the classes, ninety or seventy-six per cent returned the instrument. Of the ninety participants who returned the course evaluation sheet, over fifty per cent indicated that they liked courses in civics best as compared to arithmetic, reading, writing and spelling, and 74 or 82 per cent of the ninety participants indicated that they liked courses in arithmetic and civics more than anything else. It is no wonder that the majority indicated that they needed mathematics and civics most of all because these courses were meeting immediate needs; in mathematics, special emphasis was placed on the cost of borrowing money and buying goods on time payment plan and in civics special emphasis was placed on citizenship responsibilities. Seventy-two or eighty per cent of the ninety participants said that what they learned in the classes will be of immediate use to them and eighteen or twenty per cent of the ninety participants indicated that the things they learned will be of use to them later. Surprisingly, over fifty per cent of the participants indicated that the class periods were too short and that they were always on time.

The ninety participants indicated that their teacher was on time and that the teacher was pleasant to work with all of the time. Probably the most rewarding thing coming out of the course evaluation by the participants is the fact that seventy-five of the ninety participants indicated that they can manage their own business now better than before. Additionally, 59 of the 90 participants indicated that more people now come to them and ask for help with things they do not understand than before and the 90 participants indicated that they would recommend to their friends to take adult education classes. The number of responses received from the ninety participants to each question are on the instrument appearing in Appendix 6. The indications are that the participants enjoyed their experiences and have gotten something out of the classes.

The three teachers were asked to evaluate their classes in an almost similar manner as were the participants. All teachers agreed that the subject matter offered were meeting the basic needs of participants. Two of the teachers felt that the participants needed training in reading more than anything else while one teacher indicated that civics was needed most. The teacher who indicated civics as needed most is more in line with the majority of the participants. The answers received from the teacher on the evaluation sheet appears in Appendix 7.

The teaching process has been very successful and rewarding to both participants and teachers. It is unfortunate that it has ceased and no further experimentation is being done. Other government sponsored adult education programs are now catering to some of the participants but the need for educating the illiterate is still a most crucial one.

CHAPTER V

ORGANIZATIONS AND AGENCIES AND THEIR RELATIONSHIP TO THE PROBLEM OF FUNCTIONAL ILLITERACY

The investigators sought information from organizations and agencies as to what they were doing to ameliorate the problems of the functional illiterates in Macon County, Alabama. Information was sought from voluntary organizations as well as government agencies. The instrument appearing in Appendix 2 was used to get information from the Macon County Cooperative Extension Service.

In December, 1964 when the representatives of the Macon County Extension Service were interviewed, the organization was operated on a segregated basis with the Negro branch (State Office) on Tuskegee Institute campus and the Caucasian branch (State Office) on the Auburn University campus. The information received was from the Negro County Agent and his assistant and the Negro Home Demonstration Agent. These three agents cater to 1,200 Negro Macon County farm families with average annual income of $800 and a range of $200 to $3,500 annually.

The Extension Service program endeavors to help the farmer realize a greater profit from his crops and, thus, enjoy a better livelihood. To this end, the program has two other major areas of emphasis, a homemakers club for the women, directed by the home demonstration agent, and a 4-H club directed by the Assistant County Agent. The agents take their work to 14 different communities in the County and in doing so, they make comparisons of the degree of cooperation that they get from each community. The most common reasons given for the lack of cooperation were, (a) lack of education -- farmers cannot communicate, cannot read relevant farm literature, cannot estimate profit and loss; (b) the confidence of the farmers have been betrayed by poorly motivated extension agents -- in previous years, the extension workers did not give enough time and useful information necessary to insure the success of the extension program and (c) the land, in general, is impoverished and the average acreage per farmer is much too small for economic farm operation.

The educational levels of the farmers apparently is one of the major contributing factors to success or failure. The information received from the Macon County Extension Service was incomplete; however, some insight on the relationship between educational attainment and average yearly farm income was gained as may be observed from Table 34.

TABLE 34

Average Educational Level and Average Annual Income of Some Farm Groups

Farm Group	Average Educational Attainment	Average Yearly Income
Owners (full-time)	6th Grade	$3,500
Owners (part-time)	6th Grade	1,800
Renters (full-time)	5th Grade	800
Renters (part-time)	5th Grade	500
Sharecroppers (full-time)	Unknown	unknown
Sharecroppers (part-time)	Unknown	unknown

The higher the grade level, the higher the farm earnings. The 6th grade full-time farmer who owns his farm, averages $3,500 per year gross income while the 5th grade full-time farmer who rents his farm averages $800 per year gross income. Being an owner can make a vast difference in income as compared to being a renter. The ideal situation here would be to have incomes of fifth grade full-time and part-time farmers who are owners and then a more realistic comparison could be made between the 6th and 5th grade farmers. Regardless of their ownership status, educational levels of completion do appear to have some effects on farm income. A monthly newsletter "The Negro Farmer" which treats techniques in farming is distributed to the farmers and even though this letter is geared to the 4th grade level it is estimated that only 35 to 40 per cent of the farmers can read it. There is no doubt that illiteracy is an inhibiting factor in farming and it is one of the most difficult problems confronting the Extension Service; however, the Extension Service has done from nothing to very little directly to help and solve the problem. If farmers cannot read and write, the Extension Service has no branch or division which attempts to help those farmers and since success and/or progress in the Extension Service is measured in terms of amount and quality produced, the illiterates who cannot read cannot produce as well; therefore, little or no attention is paid to them. Unfortunately, though, this may seem, the Extension Agents effectiveness could be biasly judged if they take time out to do literacy education. They, like the farmers, are judged in terms of quantity and quality produced by their clientele, in the circumstances, they can only recognize illiteracy as a problem but they have no time to do anything more.

The instrument appearing in Appendix 3 sought relevant information from the Macon County Health Department. The Public Health Department employs five persons: One physician (part-time), one male sanitation inspector, one clerk and two nurses. This department serves the entire county of 27,000 persons. The health department did not have or did not refer to records showing the services required and received in each community of the county. For the same reason, many of the questions on the interview schedule could not be answered by the department.

The diseases most common in Macon County are veneral disease, tuberculosis and food poisoning. It is estimated that the department detects and treats only 60% of the veneral disease cases in Macon County while 40% go to a private physician. The State Mobile X-Ray Service is coordinated for the county by this department and information on the prevention of food poisoning is distributed by the department.

Total medical services offered are: Immunizations, tuberculosis treatment, veneral disease treatment, state mobile X-Ray service and advice to encourage the physical and mental well being of all county residents. The immunizations given at the county health department excluded yellow fever and bubonic plague. These cases are treated at the State Office. A prenatal clinic is operated by the health department for all expectant mothers who cannot afford private care. It is reported that the mothers attend the clinic regularly but that some of the mothers do not take the prescribed care of themselves during pregnancy. The department did not know the average educational level of its clients but estimated it to be about 5th grade level. The most effective means of communication are personal contact, radio and newspaper announcements. A well-baby clinic is not organized as such but immunizations and checkups can be given when desired.

The rate of malnutrition in Macon County is reported as high, especially in the rural communities. The diet is very poor, consisting generally of greens, syrup and bread and the health department does not have the funds to supplement the diets.

The questions pertaining to the rate of premature births and illegitimate births could not be answered by the department. The physician explained that many of the residents prefer to see a midwife, who does not require that a patient receive prenatal care. This gives rise to the rate of premature births and to the rate of deaths of babies during or following a complicated delivery. In an effort to lower these rates, the Macon County Medical Association has instigated a program aimed at insuring all expectant mothers prenatal care. In essence, this program requires that all midwives receive a pink slip from the patient that states that she has had the prescribed prenatal care (from a clinic or private physician) before the midwife can deliver the baby. If the patient does not have the pink slip then she must seek delivery by a physician. As for illegitimate births, the rate could only be estimated as high, on the basis that the mothers attending the clinic frequently give as their reason, for not being able to have private care, that they do not have husbands and cannot work at the time. The entire Public Health Staff recognized that illiteracy gives rise to several health and sanitation problems and that there is an immediate need for organized adult education programs in the County, however, they neither have the know how nor the staff to do the job.

The instrument appearing in Appendix 4 sought relevant information from the Macon County Sheriff's Department. The department when it was interviewed in October, 1965 employed four persons, sheriff, deputy sheriff and two clerks. This department of four persons serves a population of 27,000 persons. The community with the highest crime rate is Tuskegee which is the capital of Macon County. The crime most frequently committed is larceny. These acts of larceny according to the sheriff can be attributed to the continual unemployment or underemployment status of the residents of Macon County. The average age of Macon County offenders that are convicted is eighteen years and this seems to indicate that there is a high degree of juvenile offenders. The ability to read and write was reported as not being a problem in dealing with many of the offenders; however, the Sheriff listed the lack of education as one of four conditions that he felt is conducive to crime. The three other conditions mentioned contributing to crime were low income, unemployment and parental neglect. The unfortunate situation is that the Sheriff's Department was not overly concerned about how to get the delinquents off the streets. They had no boys' clubs or plans for one and they had no intentions of getting with the parents of the delinquents to try and work some means where the delinquents could be meaningfully occupied.

The instrument appearing in Appendix 5 was used to seek relevant information from voluntary organizations such as sororities, fraternities, social clubs and so forth. The questionnaire was addressed to twenty-two voluntary organizations and seven were returned completed.

The seven organizations returning the questionnaire catered to approximately two thousand members, however, some persons belonged to more than one of the seven organizations under discussion. The largest organization returning the interview schedule was Tuskegee

Civic Association which has approximately 900 paying members. Members in the seven organizations pay from $2 to $25 annually for their memberships, and they range from 18 to 90 years old.

The purposes of the organizations are many and varied and include: (1) Promotion of peace and freedom; (2) improve understanding of privileges and the responsibilities of citizenship; (3) give information on job opportunities and (4) promote good human relationships. Additionally, one organization has as its only purpose "The enrichment of children's minds". This organization is somewhat convinced,and maybe it is right, that if children are consistently exposed to the cultural things of life and if their minds are occupied with "good" the probabilities of them becoming a good person, the societal problem is greatly minimized.

The educational levels of the members of the organization range from 12th grade through doctorate degrees. There is evidence that the organizations are class structured and some of the organizations are not even remotely concerned with the problems of the poor and the illiterate.

Three of the seven organizations conduct classes in reading, consumer economics, and civics. Two of the organizations give annual scholarships to college students and one organization in particular spends $1,000 annually in scholarship funds. The information received seems to indicate that voluntary organizations in general are not overly concerned with the problems of the functional illiterates and government agencies in Macon County are less concerned.

CHAPTER VI

PICTORIAL EVIDENCES & DISCUSSION OF A SAMPLE OF THE PHYSICAL ENVIRONMENT IN WHICH FUNCTIONAL ILLITERATES LIVE AND LEARN

The evidences of poverty are numerous in Macon County, Alabama. The most visual is the deplorable condition of the houses inhabited by the poor. Many of the homes are two-room dwellings sheltering two to twenty-seven persons. Typifying such a dwelling is the home of a class participant in the Society Hill Community.

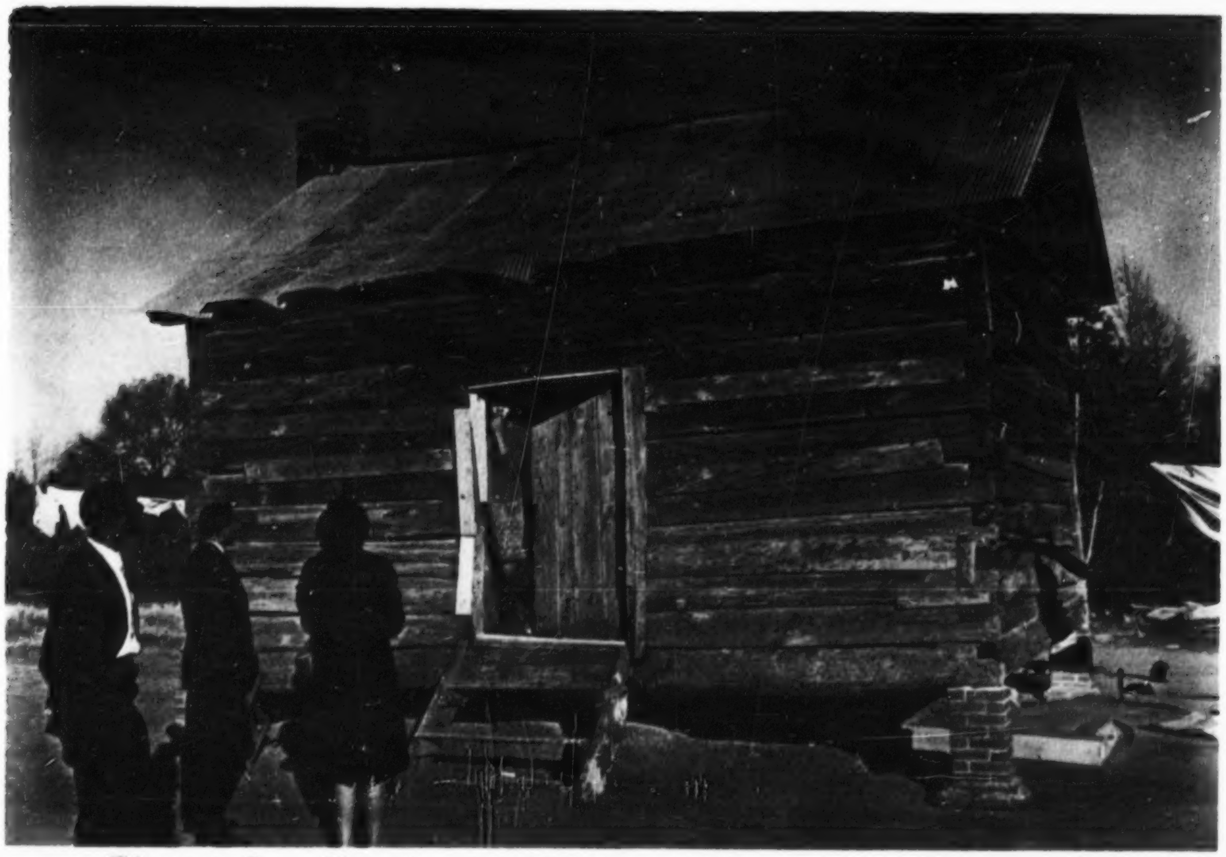

Figure 1. The team of interviewers approaches resident of Society Hill Community.

The front door opens into a room that is the sleeping and living area for the father and mother, four sons and two daughters. Since the time of the interview the fifteen year old daughter, who is not married, has given birth to a baby girl. The baby is the tenth member of this household sharing the two rooms. The bedroom dimension is about 9 x 12. There are no windows in the house. A wood burning stove in the bedroom is used to heat the house, and a second wood burning stove in the kitchen is used for cooking and heating water. The toilet is outside of the house so the bathing is done in the kitchen, in tin tubs and basins. The house has no source of electricity or water. The family has to carry water from a well about 1/8 of a mile from their home. The home is located 1/8 of a mile off Highway 80, where the electric lines are extended, however, the family has been waiting for years to get electricity in their home. In anticipation of the use of electricity, this family has bought a set of nice matching lamps that stand on end tables on each end of a couch, an electric radio and an electric iron.

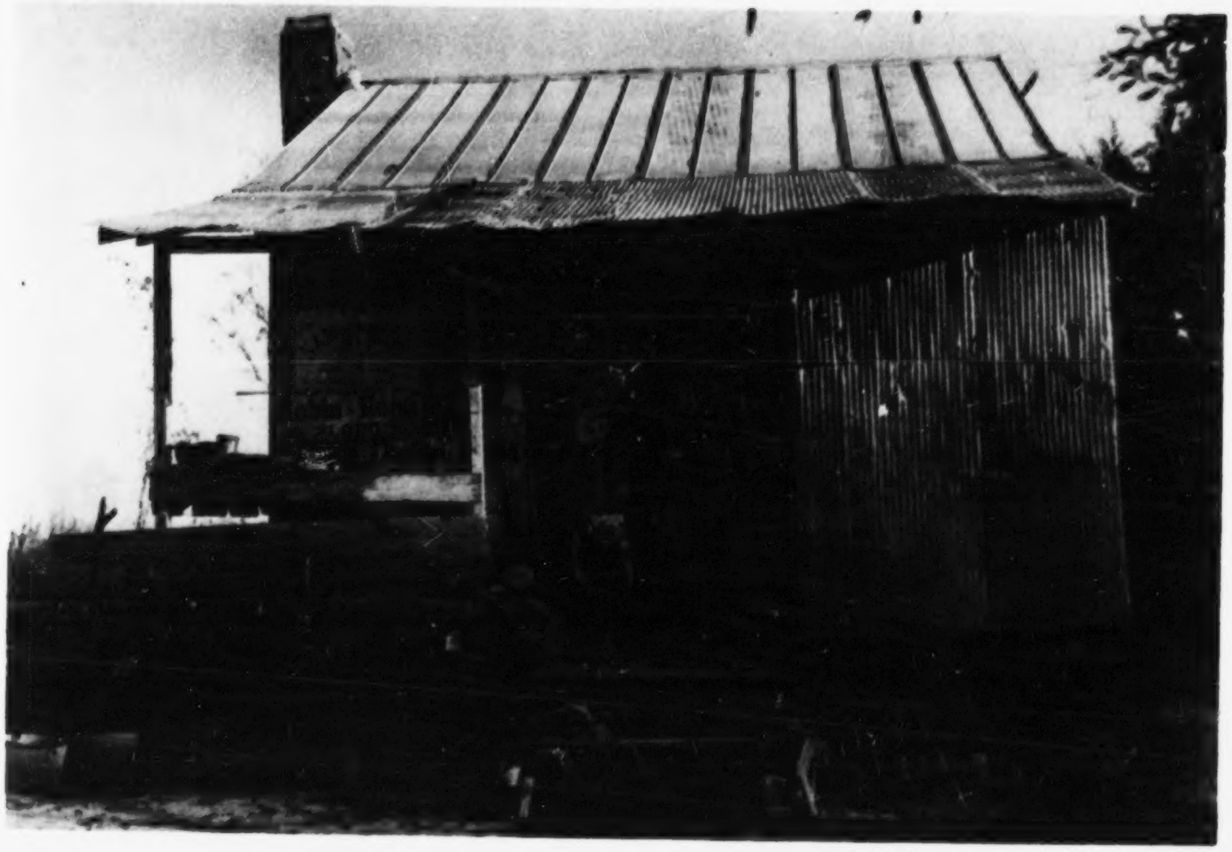

Figure 2. Director visits prospective class participant.

Figure 2 shows a one-room house in the Brownville Community. This is home for four people. The one room has two double beds, a table, trunk, fireplace and four chairs. The fireplace is used for heating and cooking. The table, placed against the wall, is used to store groceries, also the water bucket and dipper. Sitting on the floor beneath the table are gardening tools, fertilizers and large cans of lard and meal. The front porch is also used for storage. The advertising signs are nailed on the house to cover holes in the siding, thus making the house warmer. The house has no electricity, water or even an outside toilet.

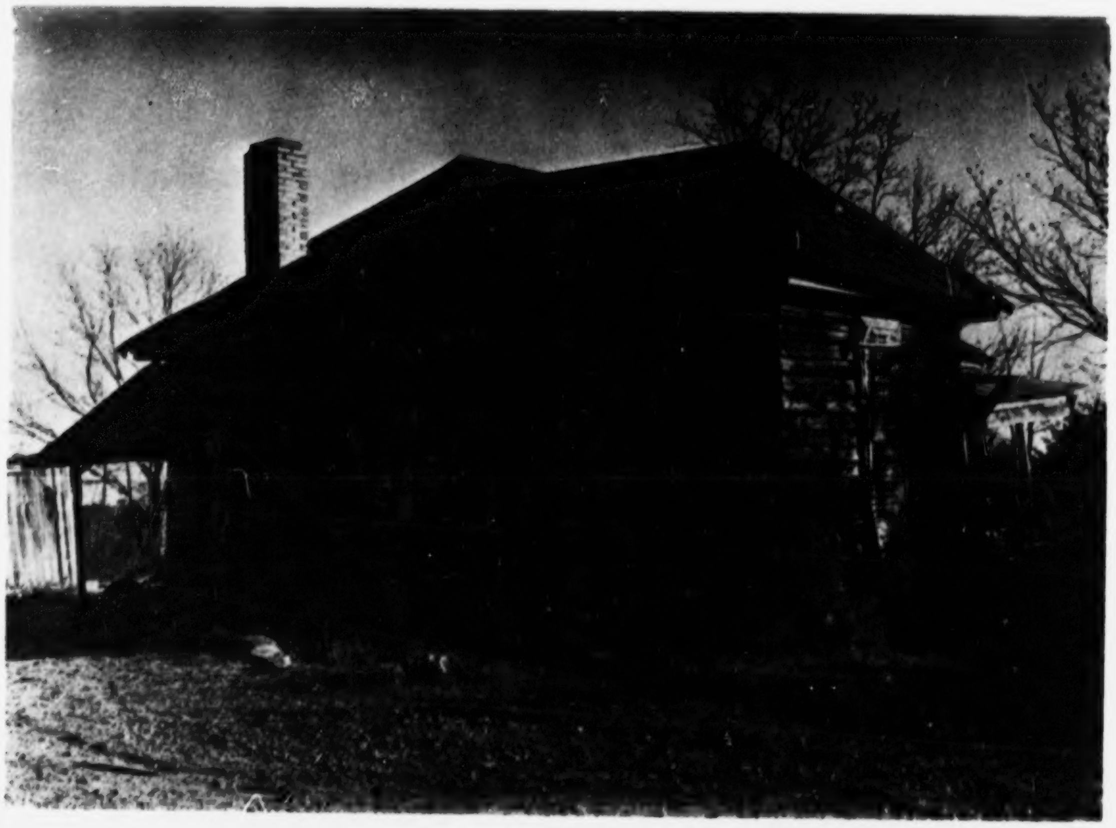

Figure 3. Residence of a class participant in the Brownville Community.

The residence shown in Figure 3 is typical of the condition of many of the old and larger houses in Macon County. This house has six rooms. Only three of the rooms are lived in because one side of the house is caving in. Figure 3 shows the west side of the house and portions of the back porch and the front of the house. The back is used as the only entrance because the front is falling in. An eighty year old blind man owns the house, living with him are his daughter, son-in-law, and five grandsons.

The homes pictured and described are three of many located in Macon County. These conditions of living would seemingly depress the occupants beyond human endurance, however, this is not true for most of the people. They are of course, not satisfied with these conditions but rather resigned that this is their lot. Despite this lot they are very warm people and very hospitable. The hospitality shown was a welcomed surprise to the interviewing team, for it was dubitative of the peoples reaction to strangers approaching them for interviews. The sound of the car would bring someone to the door, without a stare or care of identification, someone would call out to the team, "Get out and come on in". They would find chairs, stop their work and listen to everything that we had to say about the project.

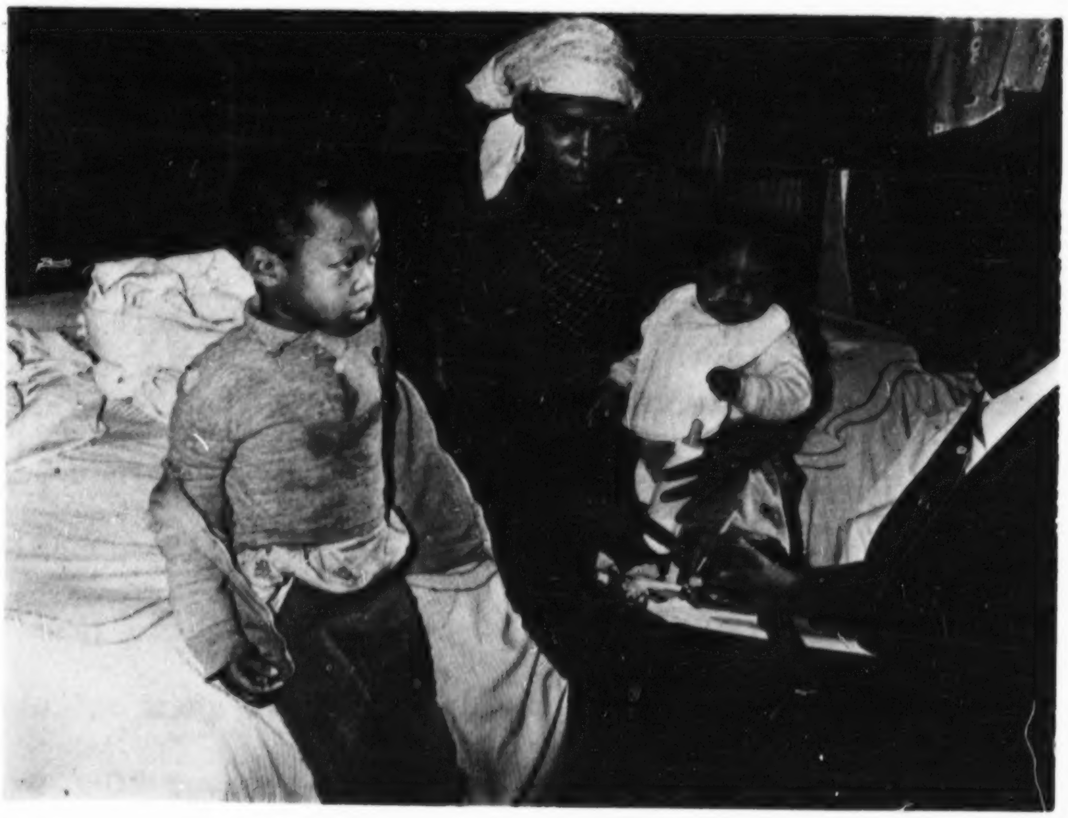

Figure 4. Interviewer talks with resident in the Bell Quarters Community.

In Figure 4 an interview is held inside a two-family house in Bell Quarters. The house has four rooms. Two of the rooms are occupied by the interviewees sister. The other two are occupied by the interviewee and her four small children. The father left home when the baby was only two months old. The bedroom (also used as the living area) has two double beds, a bedside table, a trunk, two straight-back chairs and a fireplace. The house has electricity but it does not have running water. There is a spring about 1/8 of a mile from the house that the community uses to wash clothes. The spring is called 'The Wash Pool'. Near the pool are two large tubs and an iron boiling pot. a nearby fence is used to hang the clothes to dry. Fortunately, the deserted young mother lives in a family community. The community is named for her father, who is the community patriarch in every socialogical sense of the word. All of the residents of Bell Quarters are related to 'Papa Bell' (as he is fondly called by all who know him), his offsprings, the offsprings spouses and their children, a maiden paternal aunt and his wife 'Mama Bell'. As a result of Papa Bell's interest in the project and his influence, the cooperation in Bell Quarters was very good and four of the residents participated in the experimental classes.

Figure 5 shows an interview that was held inside the home of a Nebraska resident. The setting in this figure is typical of the dilapidated interior of many of the homes in Macon County. The walls in the houses are seldom plastered. The wood planks are exposed on the inside, so many of the housewives wallpaper them to make the rooms attractive. Of course, the paper soon peels and if the housewife can-

Figure 5. Interviewer talks with resident in the Nebraska Community.

not buy a matching pattern to patch the wall, then she will patch it with another pattern.

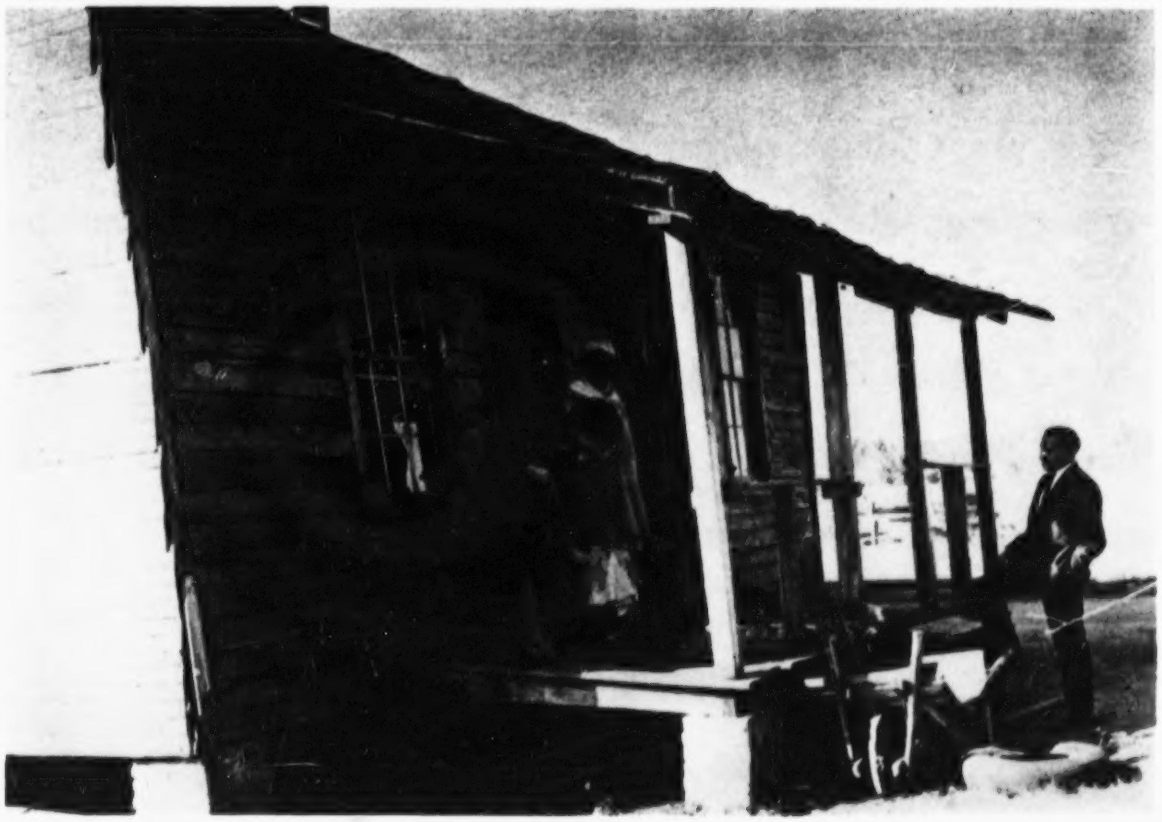

Figure 6. Interviewers leaving residence in the Nebraska Community.

Figure 6 shows the outside front view of the home pictured in Figure 5. The steps and porch are very much in need of repair and are dangerous to walk on. The house has three rooms, two bedrooms and a kitchen. The house is wired for electricity, but the father did not have it turned on until an uncle came to live with him about six months ago. The father did not want to pay the monthly electric bill, but the uncle had a refrigerator so the father finally decided that the use of the refrigerator was worth the bill. There is an open well in the back yard for water and an outside toilet. The three rooms are shared by the father, mother, three sons, who attend elementary school, two small daughters and an uncle.

In little Texas, as in other Macon County communities, there exists evidences of poverty. There is a well kept white building in Little Texas that is said to be the meeting house for the Klu Klux Klan. Not a single Negro dwelling in Little Texas could compare favorable, in terms of neatness, sanitary surroundings, and beauty, with the Klan Club House. There are many areas in Little Texas where it's residents do not enjoy the conveniences taken for granted by most modern families. The families that live in the back woods of this community are not happy with conditions as they exist but they have learned to adjust to them.

Accessibility to the poverty-stricken areas is determined by weather conditions. The roads are sand and clay. The hard-surfaced highways have not been laid by the doors of this segment of the populace. The conditions, as they exist, create a living laboratory for government agencies with programs that have as their objective, "helping the hardcore unemployed and poverty stricken". Figure 7 shows a family in Little Texas who knows poverty in the true sense of the word.

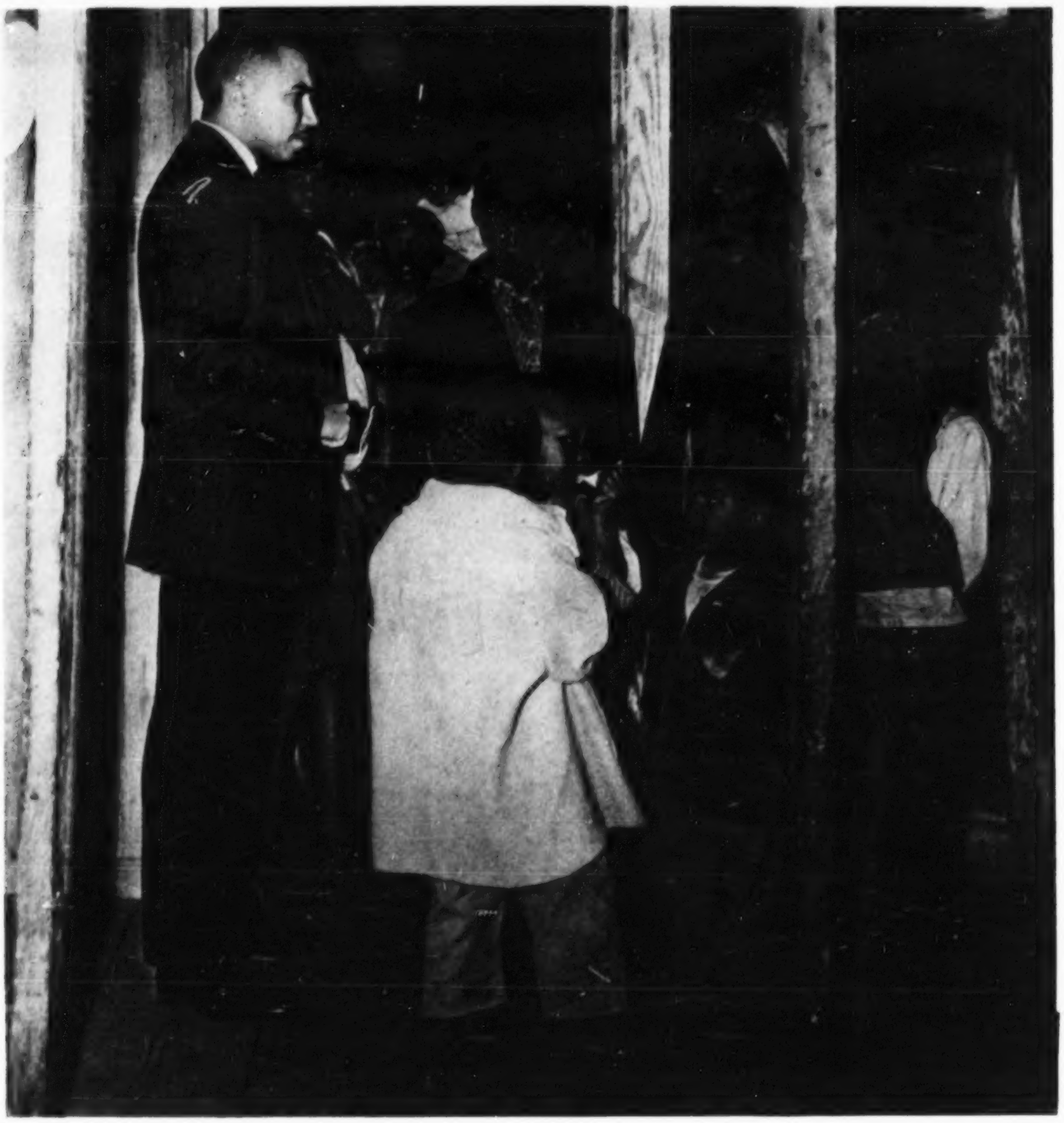

Figure 7. Director of Program visits with family after tragic occurrence.

On the first visit to the family in 1964 we found a very small, visibly undernourished expectant mother. She was 34 years old, mother of seven, with a philosophy that supported the bearing of children as long as it was physically possible. The mother died in childbirth in July, 1965. The child lived and is pictured in the background of Figure 8, with a foster sister. After the death of the mother a neighbor moved in (Figure 8) to care for the motherless family of eight and to act as wife for the widower. The neighbor (new mother) had four children of her own, making a total of 12 children in the household (Figures 7 and 8).

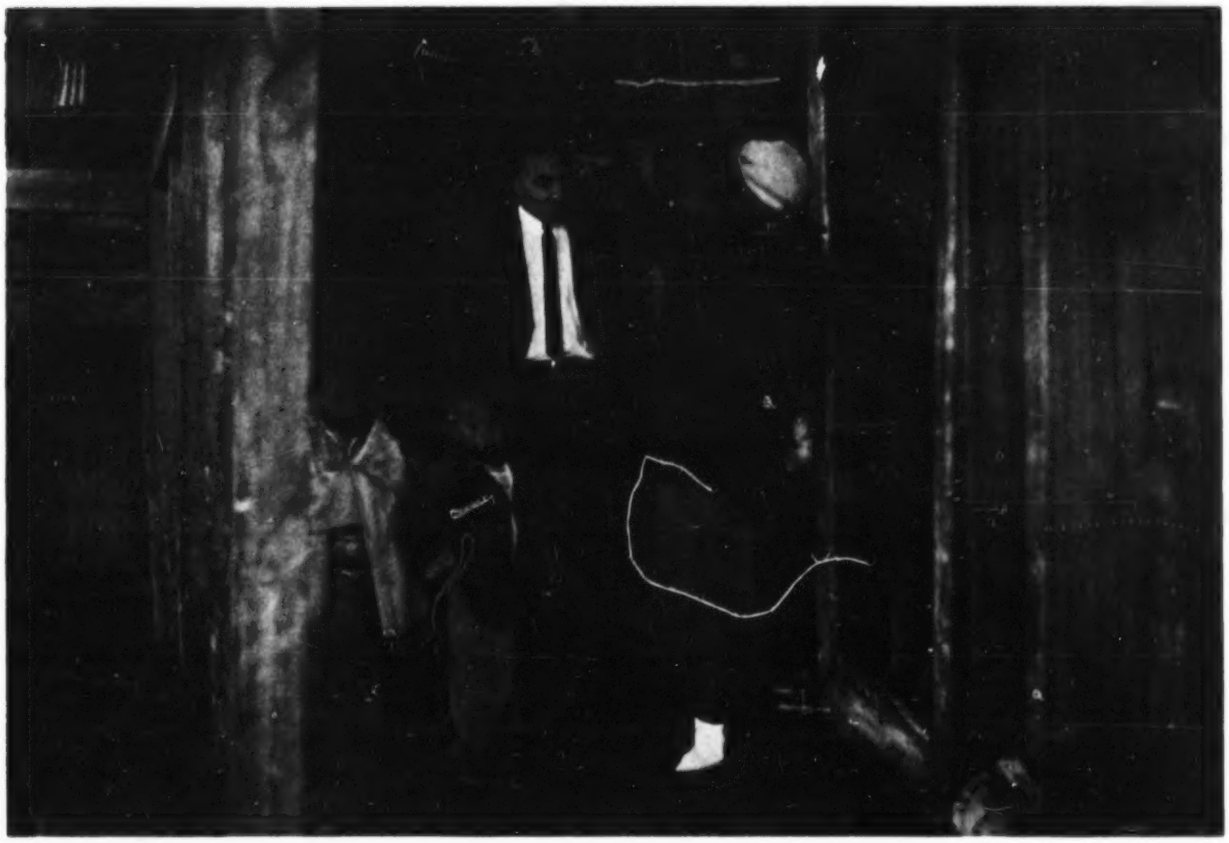

Figure 8. New housewife identified other families interested in adult classes.

A total of 658 individuals were interviewed by the project interviewers. A sample was selected in three communities to be included in four experimental teaching classes. All persons that were included in the teaching process were tested as well as interviewed. The interview schedule was very intensive in terms of information sought. Each respondent supplied the requested information freely. For some, however, it was difficult to figure the ages of their children and the years they finished school. Most families have the ages of their children recorded in a Bible that is usually well hidden

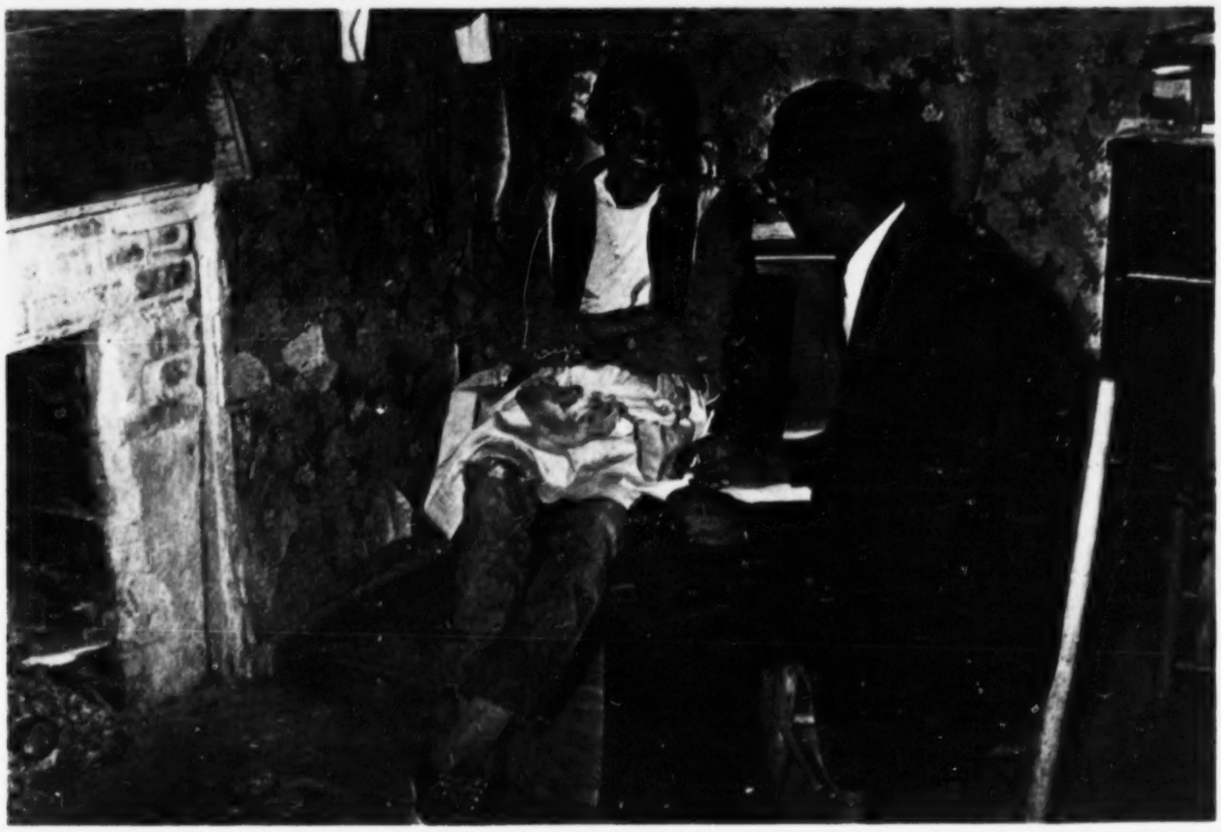

Figure 9. Staff member interviews respondent at home.

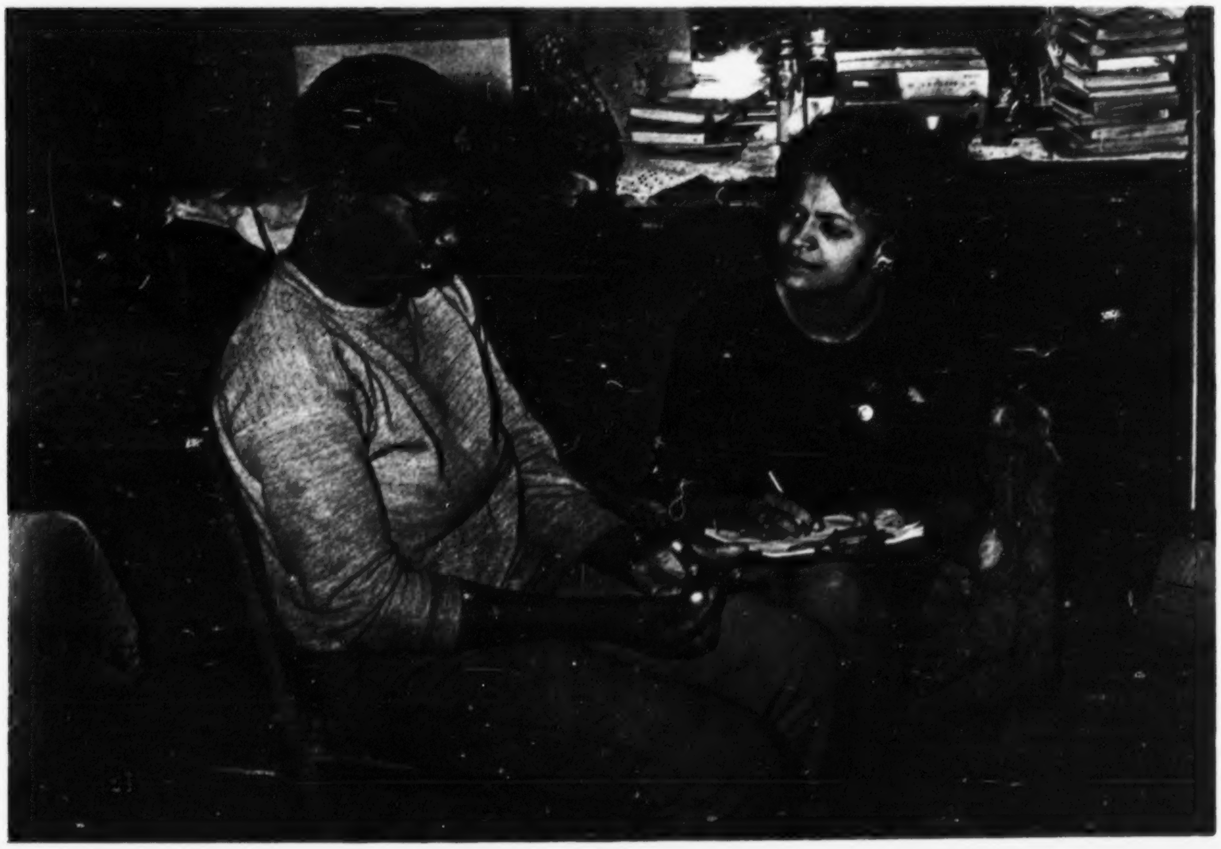

Figure 10. Respondent counts fingers to determine ages of children for staff interviewer.

and difficult to present at a moments notice. Consequently, the respondents revert to memory and counting their fingers to determine the ages of their children. (See Figure 10).

The Wechsler Adult Intelligence Scale Test (WAIS) was administered to each adult selected for the teaching process. Certain sections of the WAIS were frustrating to the respondents. Other sections were interesting and challenging to them. Figure 11 shows a respondent trying to complete the block design section of the WAIS.

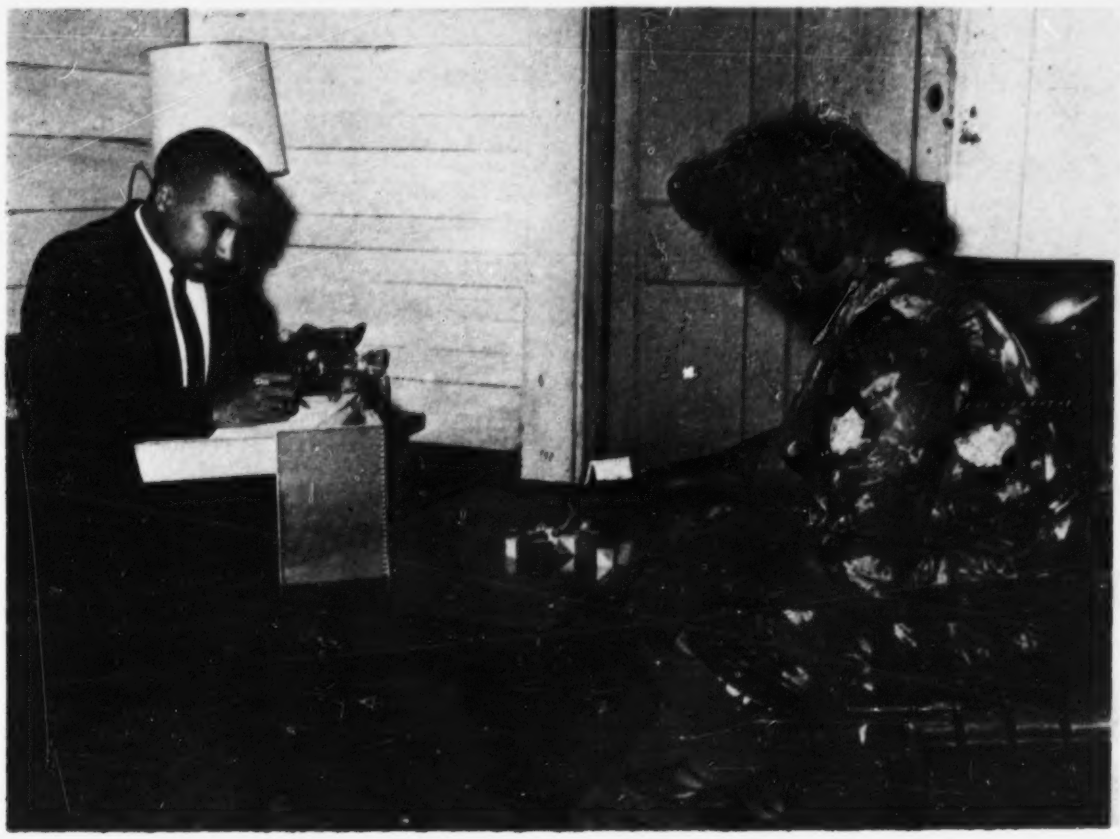

Figure 11. Respondent works to complete block design section of WAIS.

A building was secured in each community where classes were to be taught. It is becoming increasingly difficult to secure buildings for classroom purposes in the various communities due to school consolidation in recent years. Figure 12 shows a building in the Nebraska Community that was adapted for classroom purposes for three months.

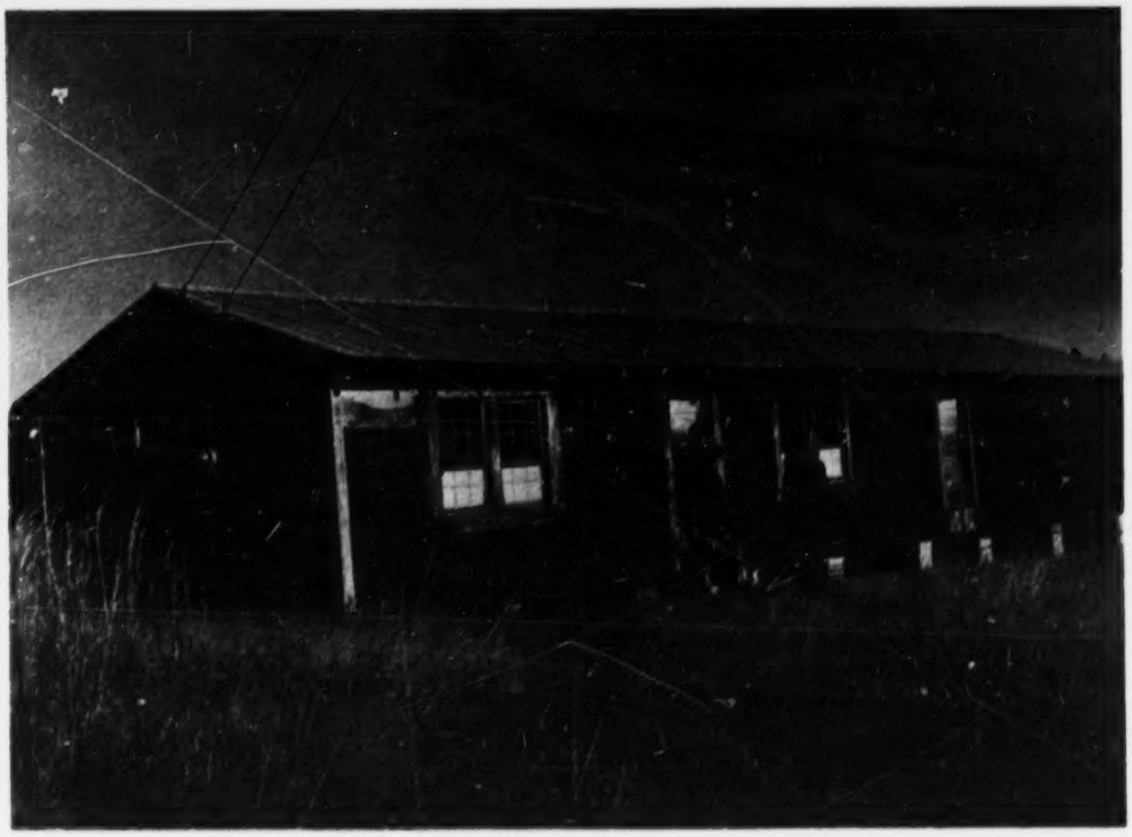

Figure 12. Staff members inspect prospective site for classroom building.

The building proved to be inadequate because of poor heating and lighting facilities. It served the purpose until a citizen, who was not participating in the class, made her home available for classroom space. (See Figure 13). The house in Figure 13 was used an additional three months for classroom purposes.

Where possible the public school building was used. Figure 14 shows one of the "separate but equal schools" in the Macon County, Alabama school system that was used by Project D-184, for classroom space. The school building (Figure 14) was located in the Brownville Community. The pot-belly stove was the sole source of heat and the

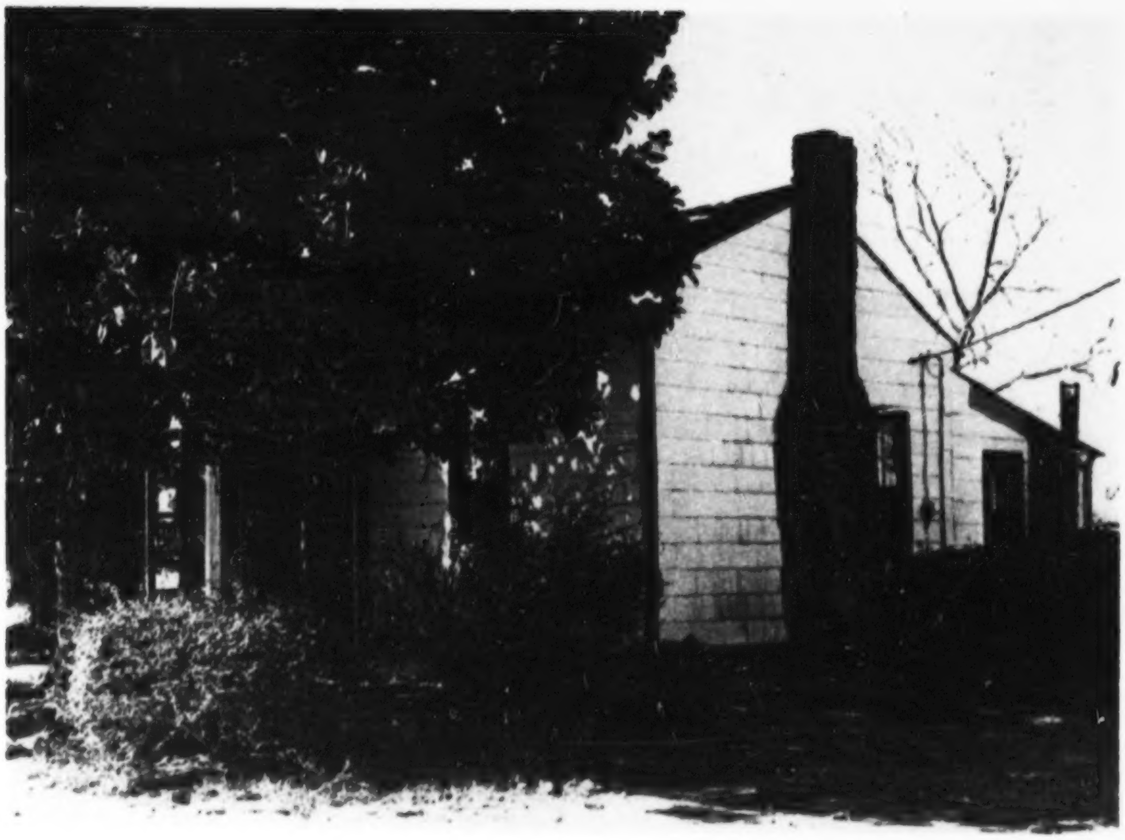

Figure 13. A citizen of Nebraska made this house available for classroom space.

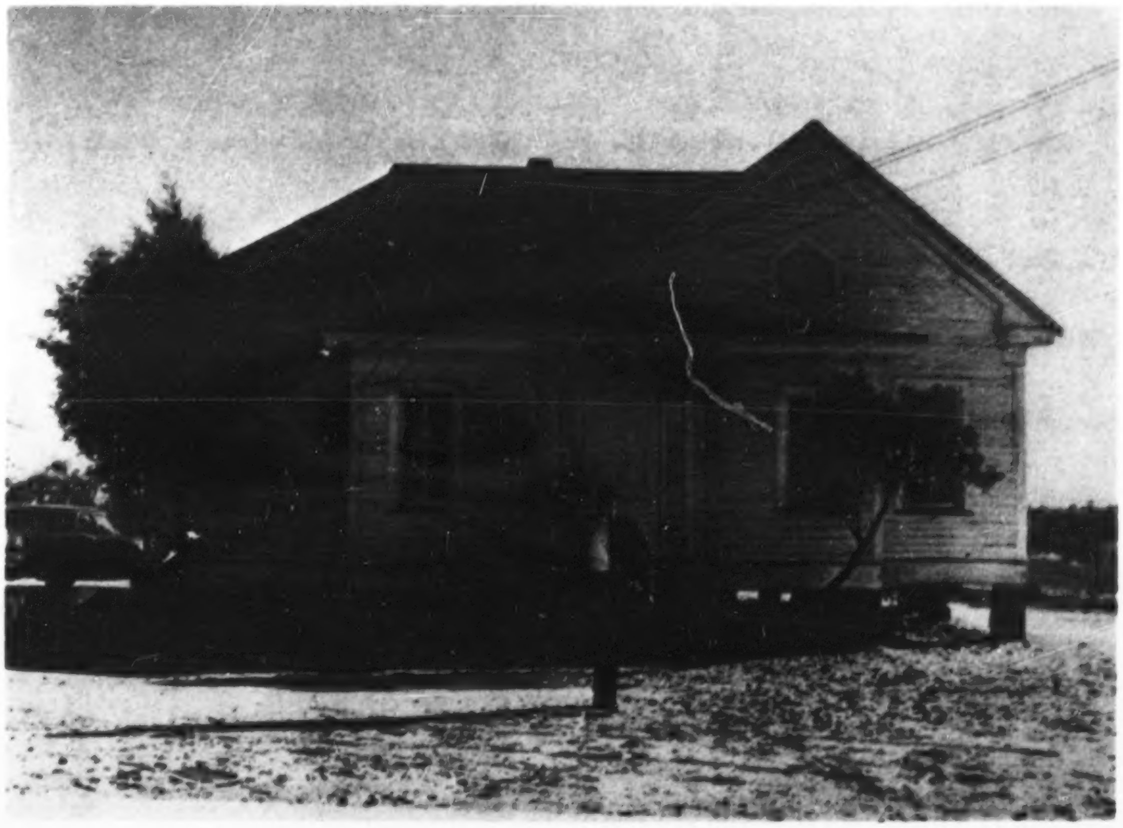

Figure 14. Project Director leaves school, used for Adult Classes by Project D-184, after regular visit.

electric lights were inadequate. We, as do 69 public school children, made the best of existing conditions.

Figure 15. Program Director discusses subject matter to be introduced into class.

The subject matter used in the classes was derived from various sources. Figure 15 shows the Project Director discussing with a teacher a special preparation entitled, "English and State Government". The director copied and adapted the material from lessons made available through the United States Immigration and Naturalization Service. It was written at a level to be understood by people who speak English but have little or no skill in reading. With slight modifications from its original form it served well for adults who were deprived of the opportunity to attend school in their early life.

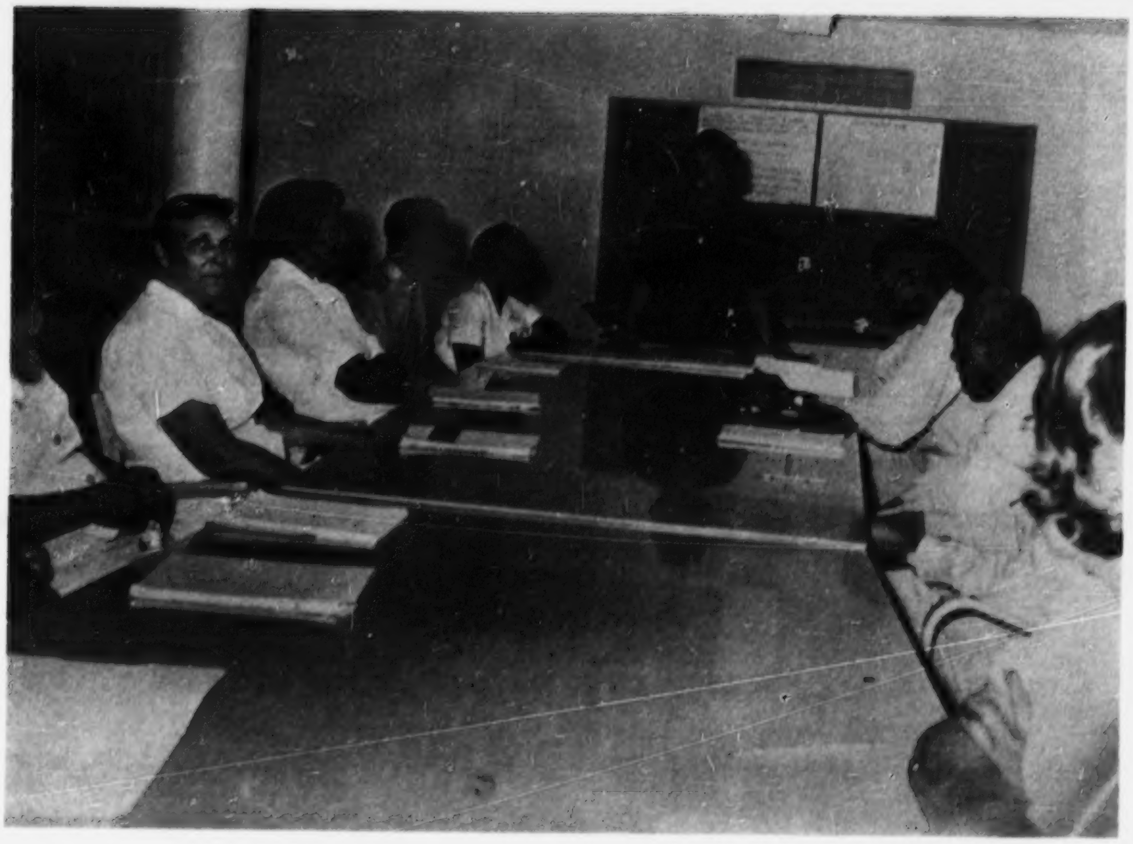

Figure 16. Instructor discusses lesson from special text that she wrote.

One teacher wrote an elementary text booklet and used it in her classes (Figure 16). It was entitled, "Life With the Locketts". The booklet contained a series of short stories that were particularly common to the everyday life of her class participants. In a sense, it was a text designed with the student in mind. The stories depicted the joys, hardships, and successes prevalent in the lives of a southern family whose lack of education and the finer things of life have had no deteriorating effect upon their genuine desire to learn more and to better their financial and living conditions. Each chapter presented a definite family problem that could exist in many Tuskegee families.

In some classes special preparation by Reader's Digest were used as the text book (Figures 17 and 18). The books covered a variety

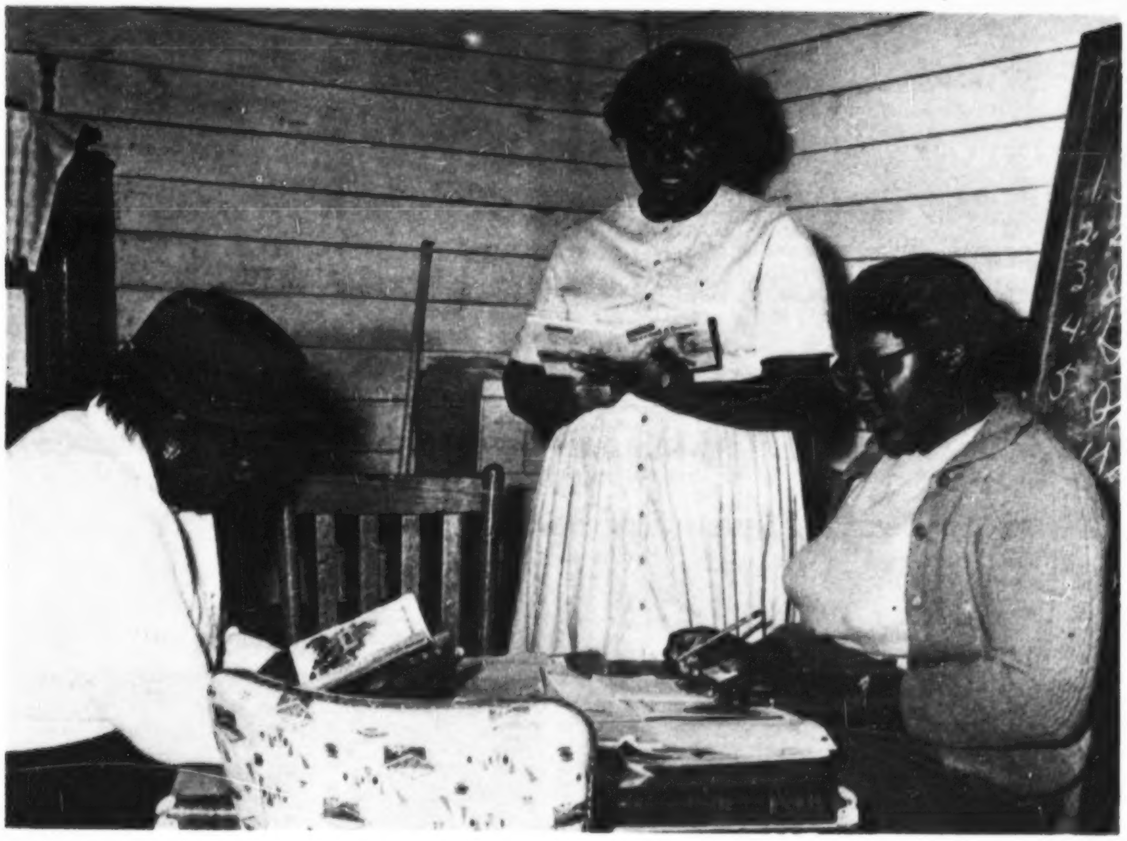

Figure 17. Class participant reads aloud to class from special Reader's Digest text.

of subjects. They were printed to cover grades ranging from 1 through 8. At the end of each chapter were exercises dealing with mathematics,

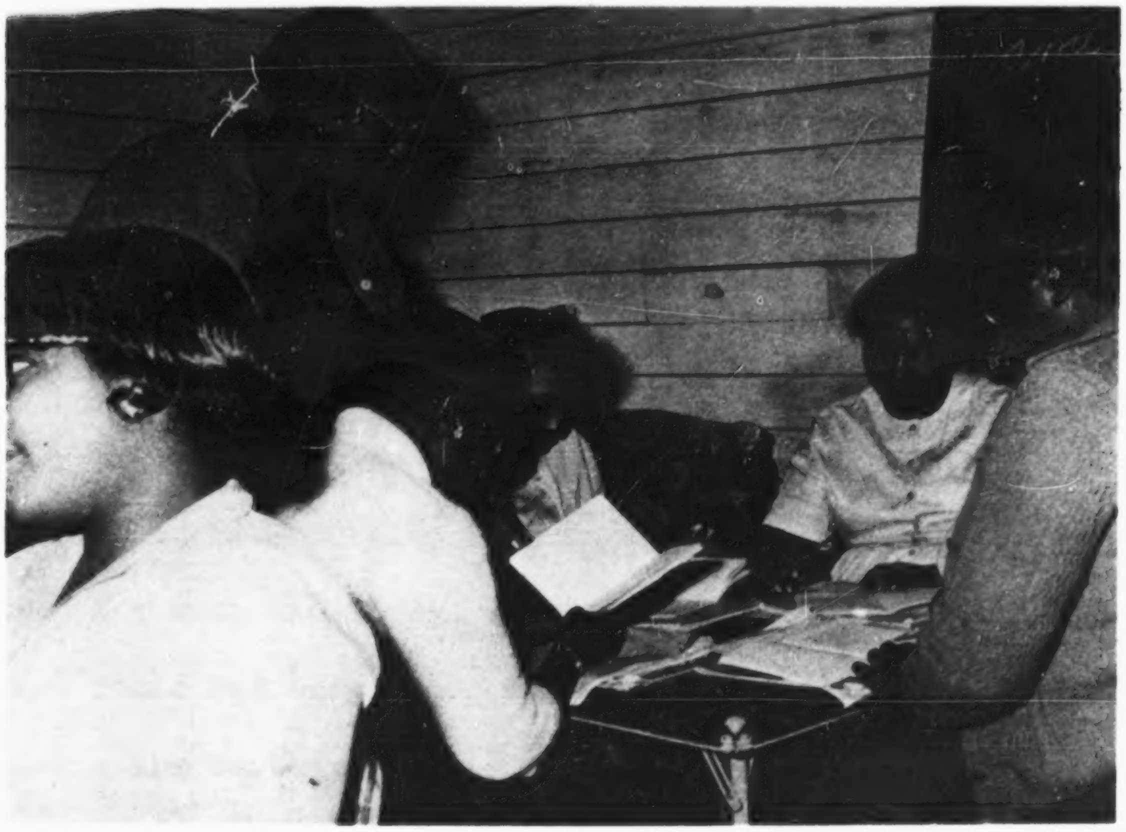

Figure 18. Teacher aids participant with problem.

spelling, basic English lessons, etc. The lesson exercises were more difficult for some participants than for others. Figure 18 shows the teacher helping a student with a problem. Regardless of how simple a problem seemed the teachers were always on hand to assist in its solution. A project staff member was usually present at class meetings and served as teacher aide (Figure 19). The presence of the staff member allowed for more individual attention per student. Although the teacher student ratio was very good, the need for intensive individual attention existed. The teachers made themselves available to the participants at other than regular class hours to give individual instructions. One teacher had a regular scheduled period in which she only gave individual attention. For the most part, participants presented themselves for

Figure 19. Program Director, on regular visit to class, assists teacher by answering questions for participant.

individual instructions voluntarily. (See Figure 20). It was felt that if individuals attended such sessions voluntarily they brought with them the will to learn and the attitude that created conditions conducive for meaningful learning to take place.

Figure 20. Participants attend individual attention session.

There were some participants who were in need of individual instruction but who had allowed themselves to become victims of inferiority complexes. The teacher had a difficult job of conditioning to do before the participants would volunteer to attend individual instructional periods.

Figure 21 shows a participant whose ability to read, write and solve simple arithmetic problems was improved greatly through participation in the program. He attended classes reluctantly at first. The teacher recognized the need for individual instructions and gave freely.

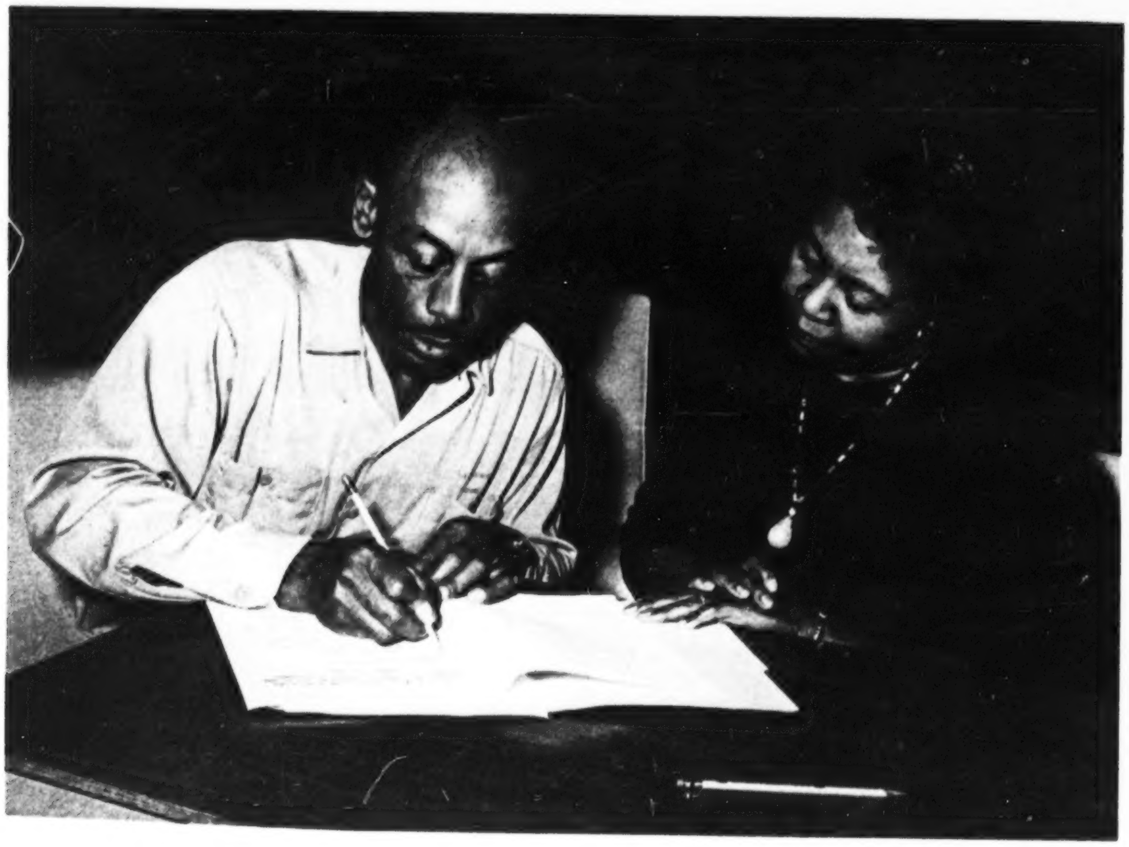

Figure 21. Participant receives individual instruction after teacher gained his confidence.

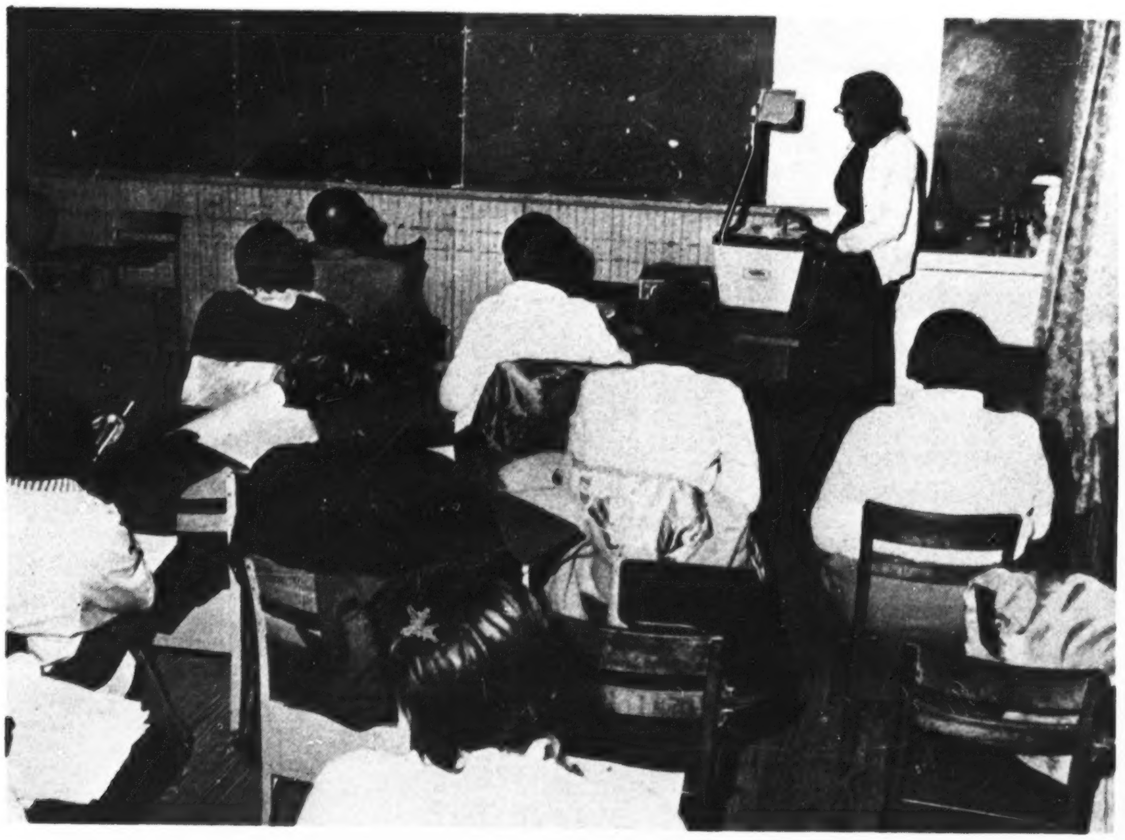

Figure 22. Participant uses overhead projector as she discusses a lesson.

The audio-visual aids, although limited in number, were used extensively in the adult classes. The participants enjoyed working with the modern machines. For many of the participants it was the first time they had seen the machines, for this reason, preceding the use of a modern machine the teacher would discuss its structure and function. In Figure 22 a participant discusses the lesson with the aid of the overhead transparency projector.

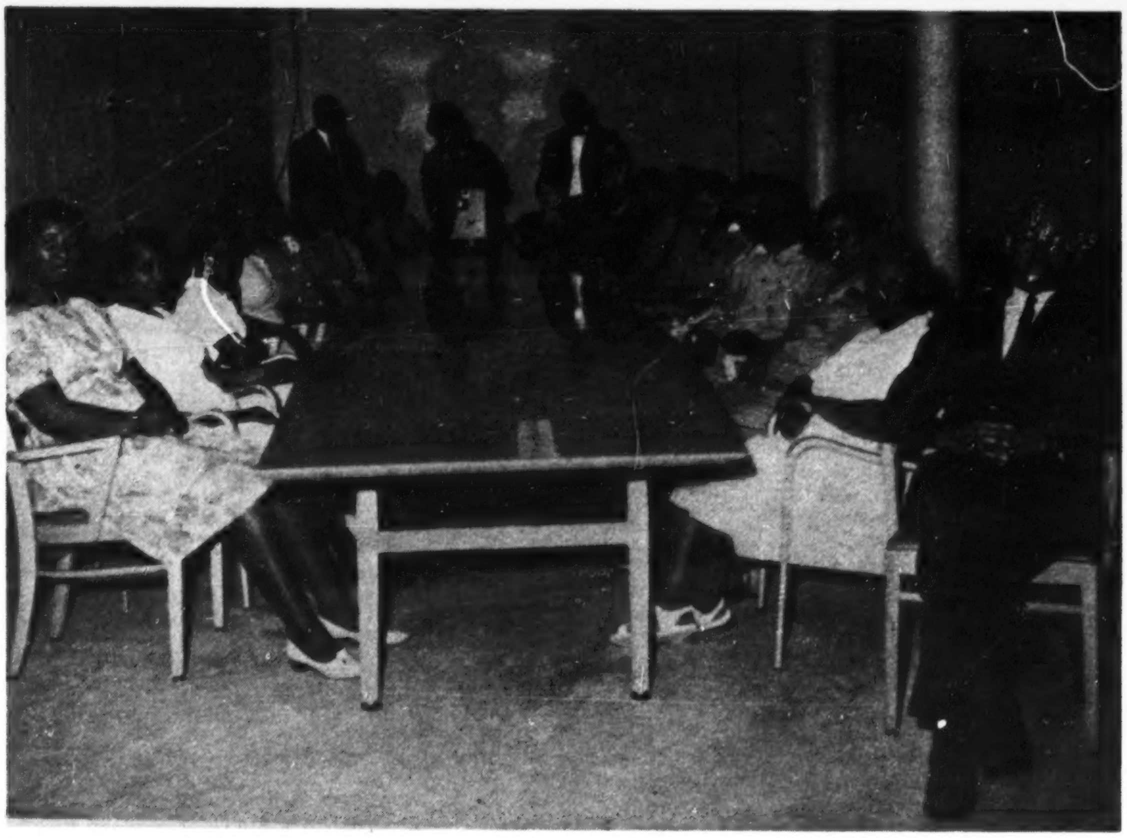

Figure 23. Teacher prepares to show film.

The motion picture projector was especially useful for the participants with poor vision. As afore-mentioned, a series of educational films were shown to the classes. The film technique was one of several techniques used in the experimental teaching design. In Figure 23 the motion picture projector is being used by the teacher to show the scheduled film. Viewing the film also are three project staff members. The tape recorder as shown in Figure 24, was used to record

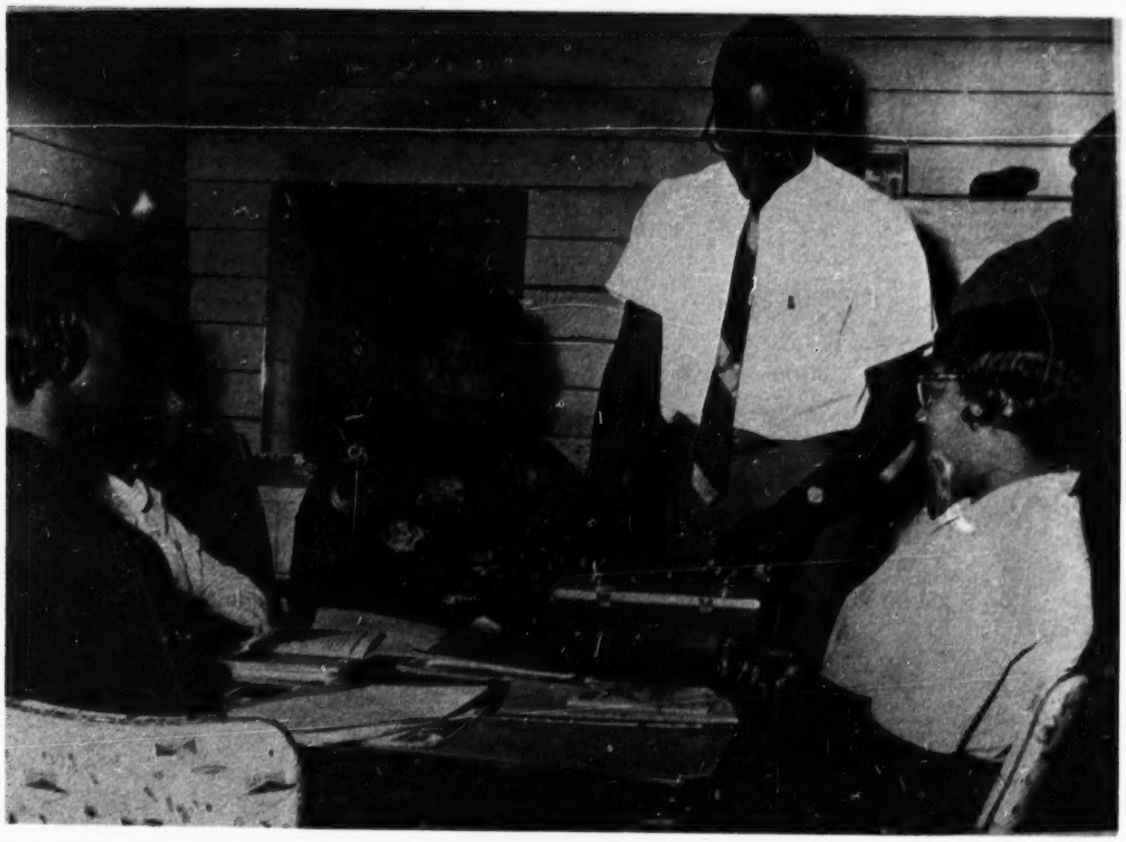

Figure 24. Staff member records participants oral reading lessons.

participants oral readings and class recitations. The tapes were made periodically for each participant. The participants were amazed, at each playback, to hear improvement in their speaking abilities. This of course gave them added confidence in their ability to improve themselves, therefore the tape recorder was an invaluable aid in the actual teaching process and encouragement to the participants. The overhead projector, the motion picture projector, and the tape recorder were transported for use of all classes. Each classroom had its own blackboard and it was made full use of in the teaching process. In Figure 25 a class participant writes the words for study. Note the heading used on the blackboard, this is the heading desired by the teacher on written classroom work.

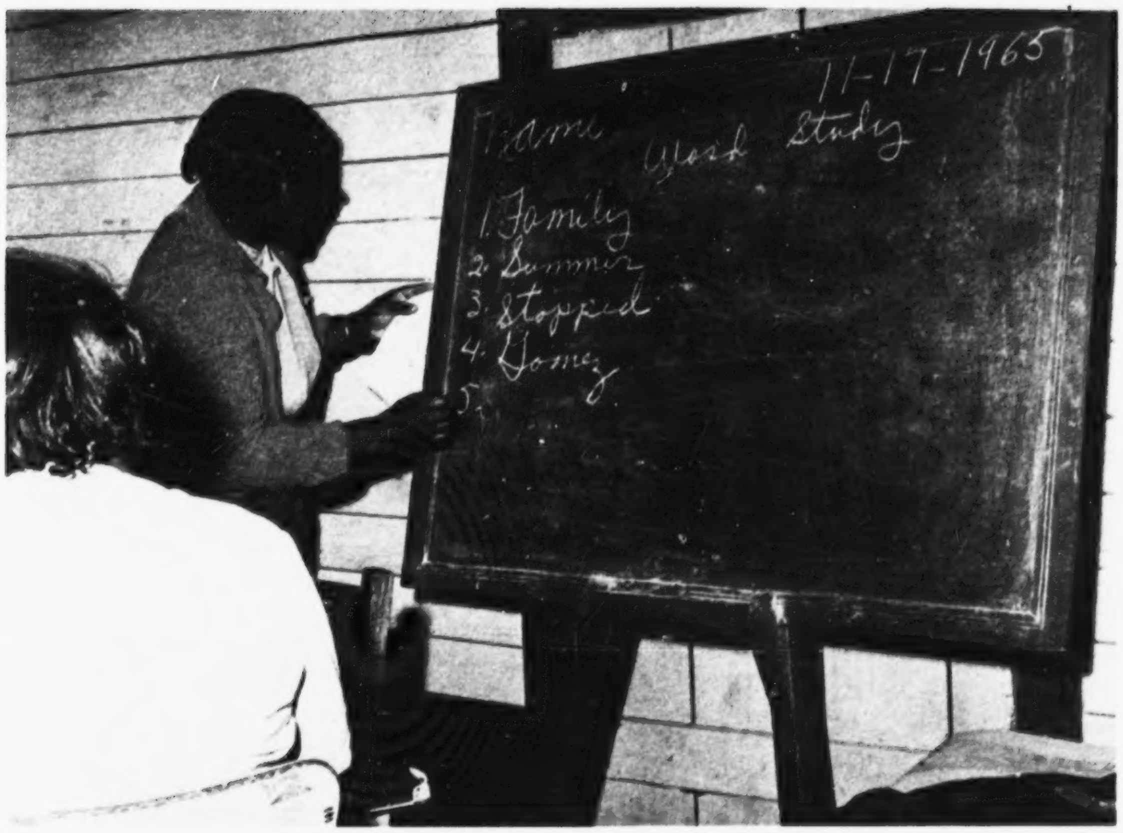
11-17-1965
Name
Word Study
1. Family
2. Summer
3. Stopped
4. Gomey
5.

Figure 25. Participant uses blackboard to write study words.

Figure 26. Brownville Class doing workbook exercises.

The class pictured in Figure 26 is one of two classes formed in Brownville Community. One class was made up of participants age 40 and below, the other class was made up of participants age 41 and above. The homogeneous age grouping was designed as a means of comparing the progress of the respective age groups. The class shown in Figure 26 constitutes the age group 41 and above. The expression of serious concentration in Figure 26 is indicative of the desire of the participants to learn.

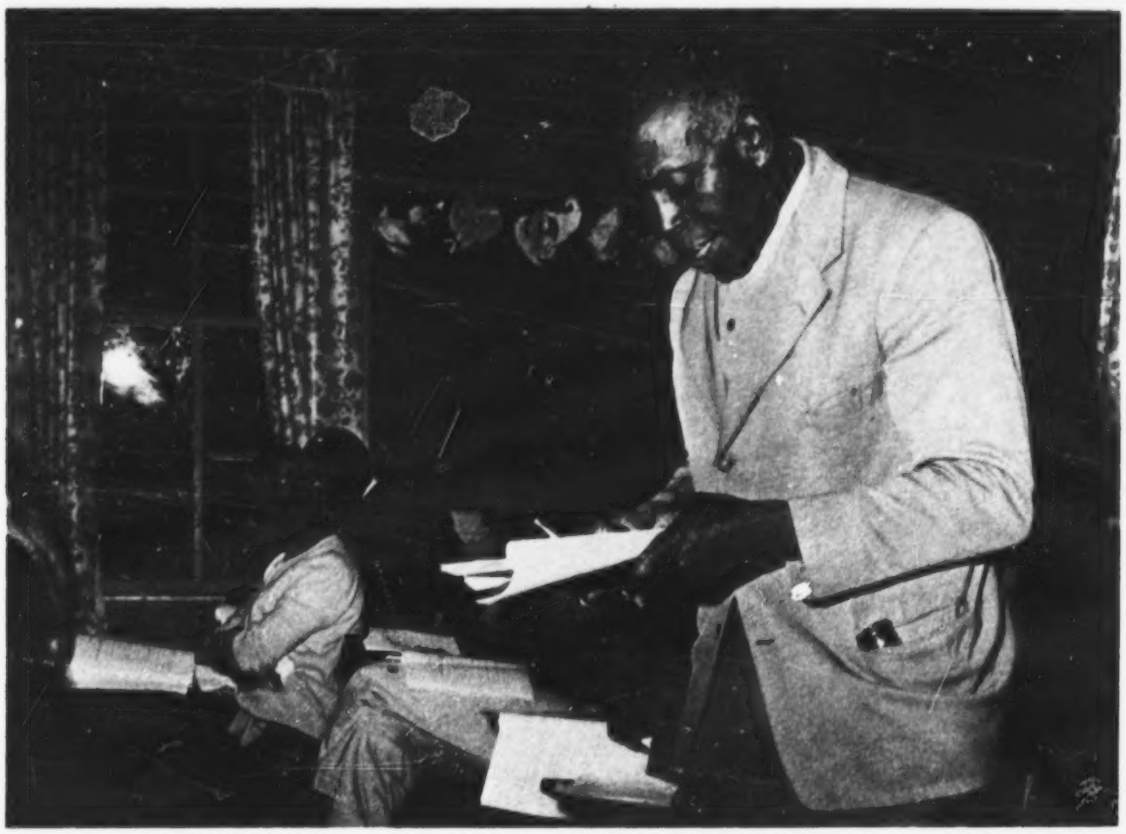

Figure 27. Seventy-three year old participant reads homework assignment.

The participant standing in Figure 27 was most exemplary of this desire. He is seventy-three years old and completed the fifth grade when he attended school as a youth. Unlike many of his peers, who suffer poor vision, this participant does not wear glasses and reads fine print very well. His interest in the basic education classes is further evidenced by the fact that he walked two and one-half miles to class three nights a week. Note in Figure 27 that he carries a flashlight in his pocket. He lives far in the back woods and on moonless nights the flashlight was a necessity. His progress in the class was outstanding also by comparison with all participants tested, with the Wechsler Adult Intelligence Scale, he scored high. The participant standing in Figure 28 was the oldest member enrolled in the adult classes. She is eighty-two years old and holds the record for perfect attendance to class. The male participant seated before her

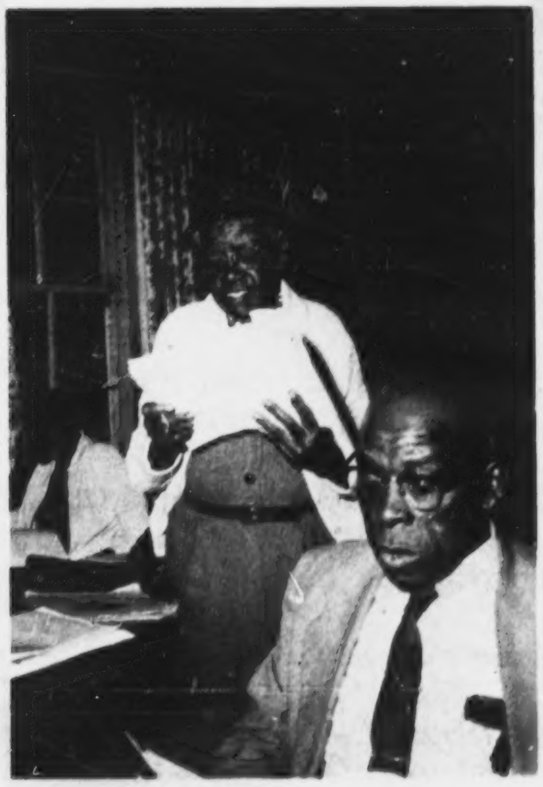

Figure 28. Oldest class participant (82 years old) reads for class.

is her sixty-three year old son. The son who is a leader in his community, was also a class participant and was active in helping to accommodate the adult class in his community.

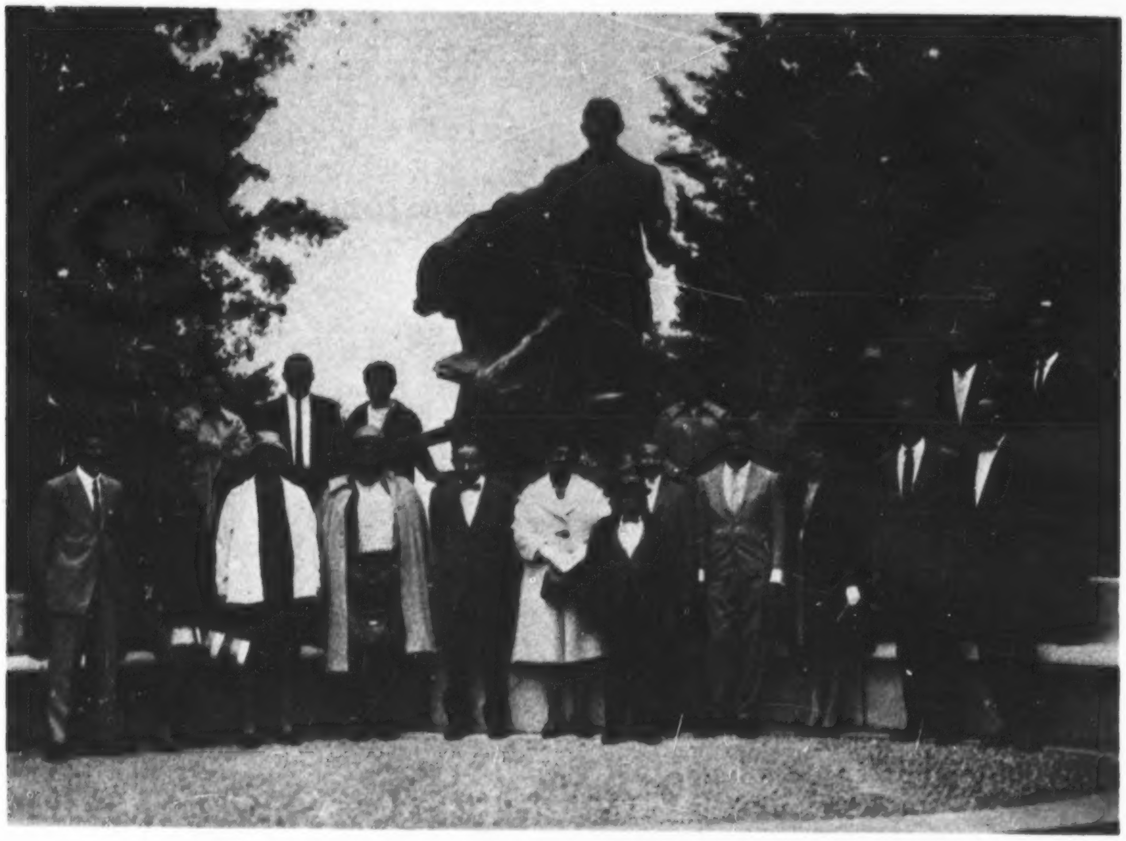

Figure 29. Class participants tour Tuskegee Institute Campus

Pictured in Figure 29 is the first experimental class established for Project D-184 and the project staff. The class was on a tour of the Tuskegee Institute Campus and posed in front of the famed campus monument to Booker T. Washington, the founder of Tuskegee Institute. This tour was arranged by the staff as part of a cultural development program designed for the class participants. The class participants pictured in Figure 29 are residents of the Nebraska and Bell Quarters communities. Both communities are within a radius of twenty miles from Tuskegee Institute, yet few of the participants had visited the campus before this date and none had toured the campus.

The highlight of the tour came when project staff members and class participants dined in the Tuskegee Institute cafeteria, at the regularly scheduled noon meal hour. The participants enjoyed this association with the college students and observing the places in which they live and learn. A representative of the Tuskegee Institute Student Council welcomed the participants to the campus and expressed the council's esteem for their participation in the adult program.

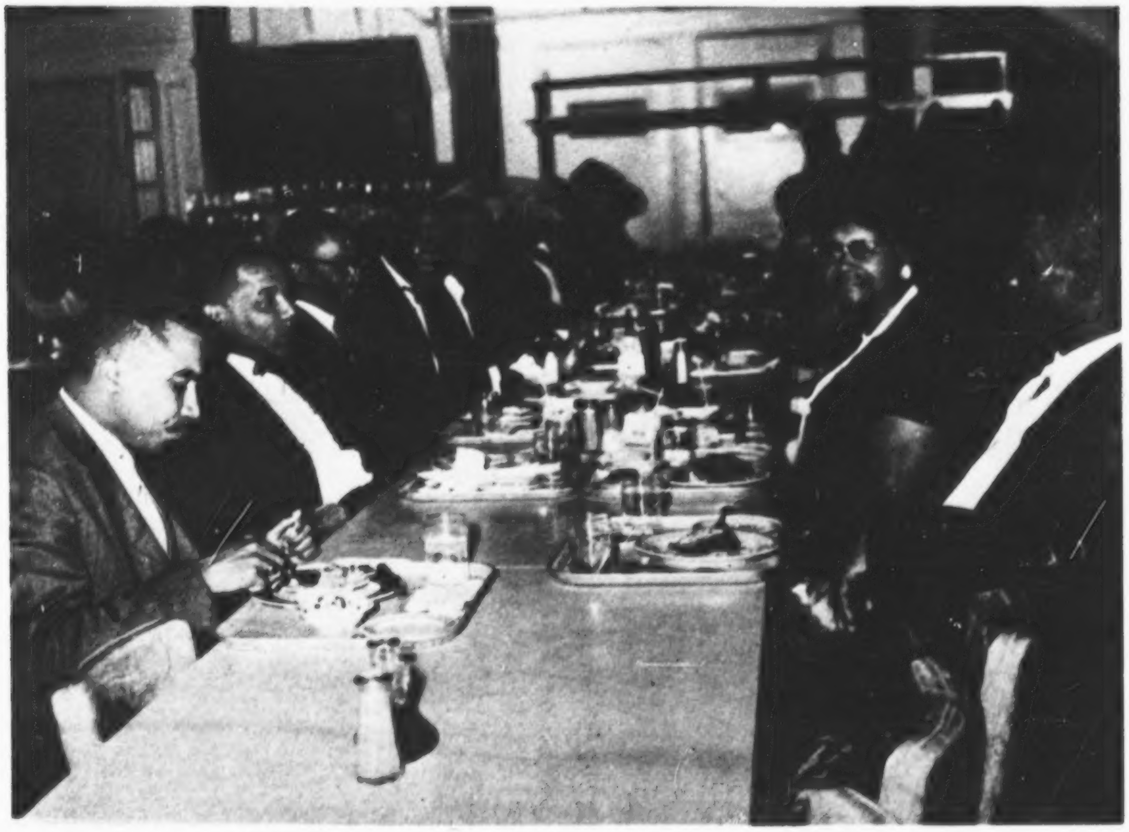

Figure 30. Project staff members are host to class participants at dinner.

In Figure 31 the Tuskegee Institute class participants are practicing a demonstrational project that was presented during an open house. The open house was held to inform the community of the adult class activities and of the progress made in basic education. A lesson in social graces is conveyed with the aid of a poster of pictures that depict the relative situation. A lesson in mail ordering and check

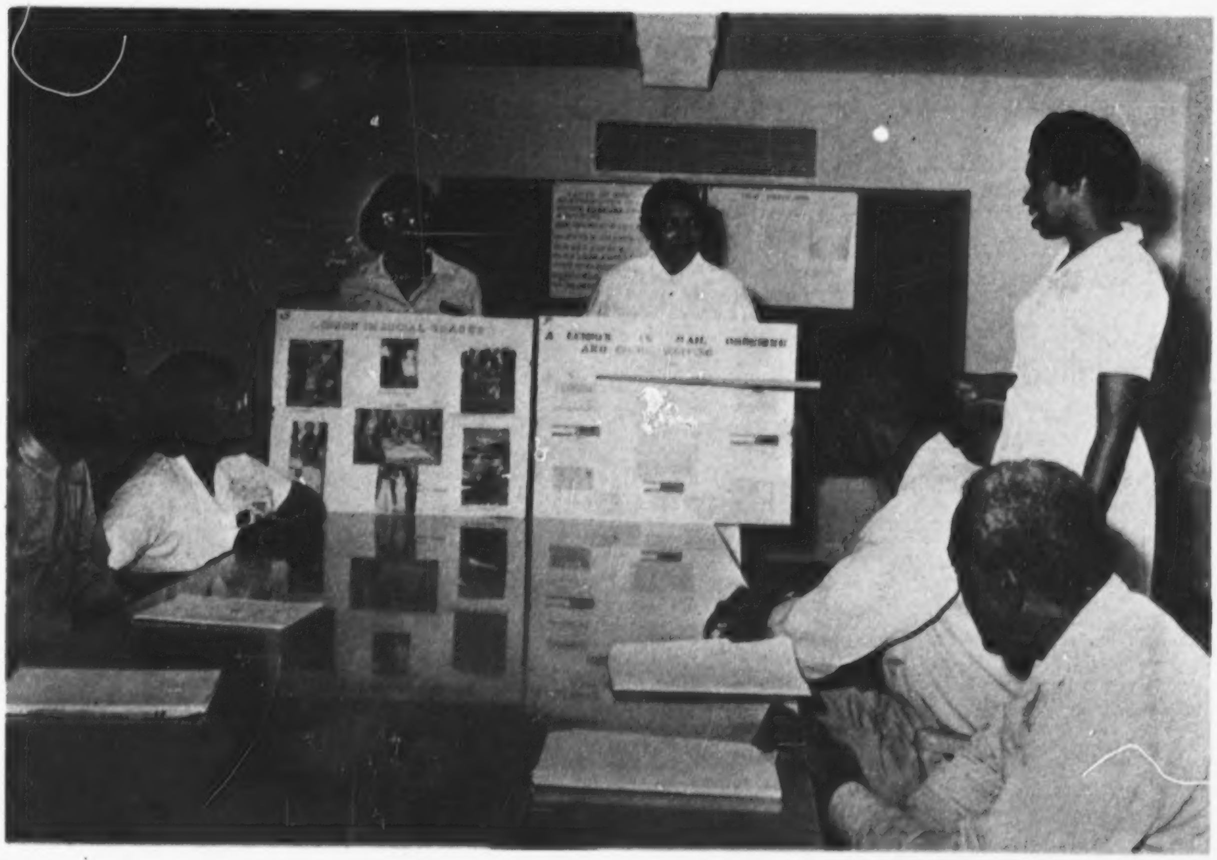

Figure 31. Tuskegee Institute class participants practice demonstration project for open house

writing is conveyed with the aid of a poster of filled out mail order forms and filled in checks and stubs.

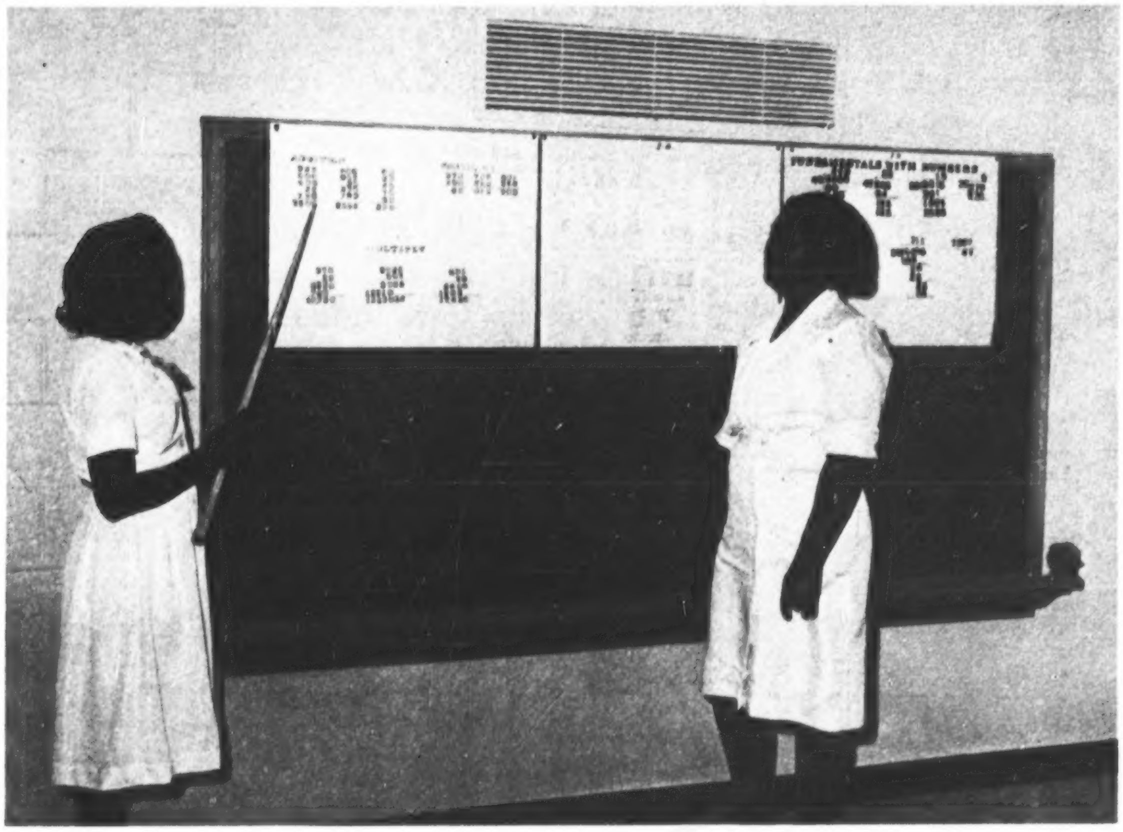

Figure 32. Individual rehearsal for open house.

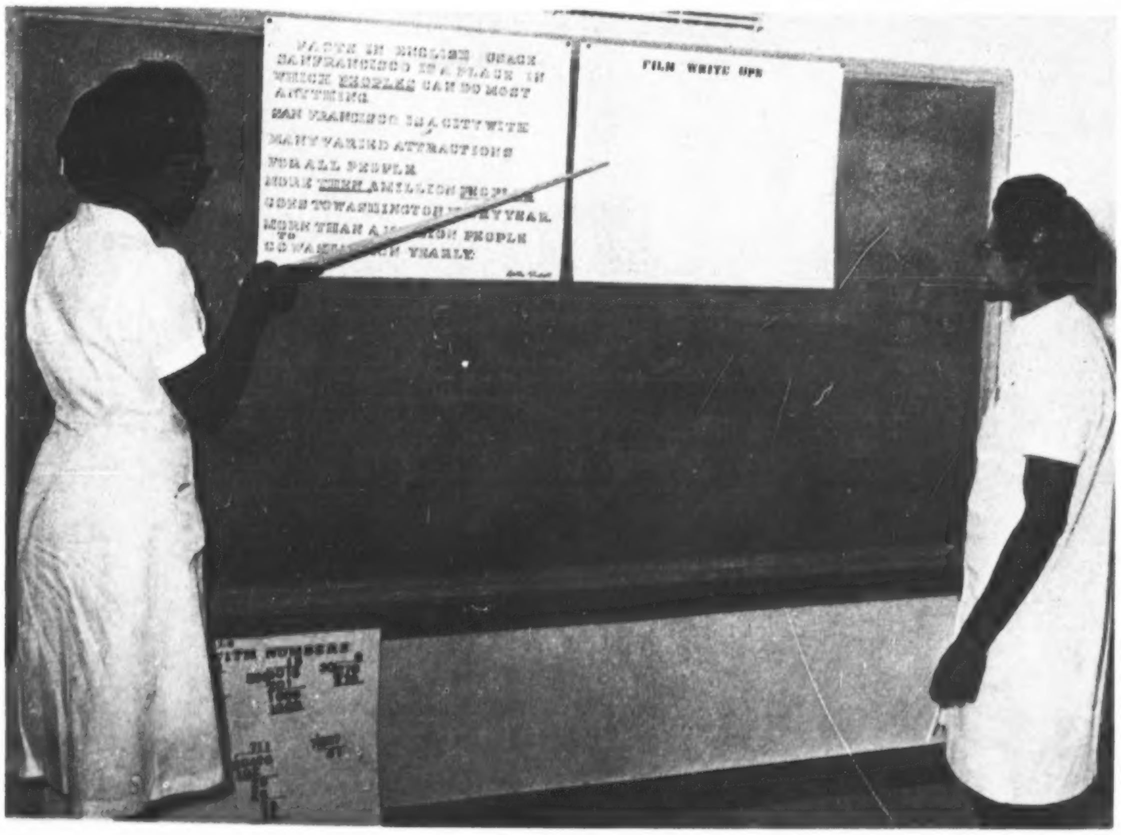

Figure 33. More individual rehearsal.

Posters tacked on the blackboard in Figures 32 and 33 are the individual projects of the class participants. Many of the participants were excited and/or nervous at the prospect of reciting before an audience so they often practiced with the aid of a fellow class participant. The lesson shown in Figure 32 demonstrates fundamentals with numbers. The lessons shown in Figure 33 demonstrate facts in English usage and film writeups. The sentences used on the poster "Facts in English Usage" were taken from a film on San Francisco, one in a series of educational films that were shown to the class. The poster "Film Write Ups" is a written condensation of each of the educational films that were shown to the class.

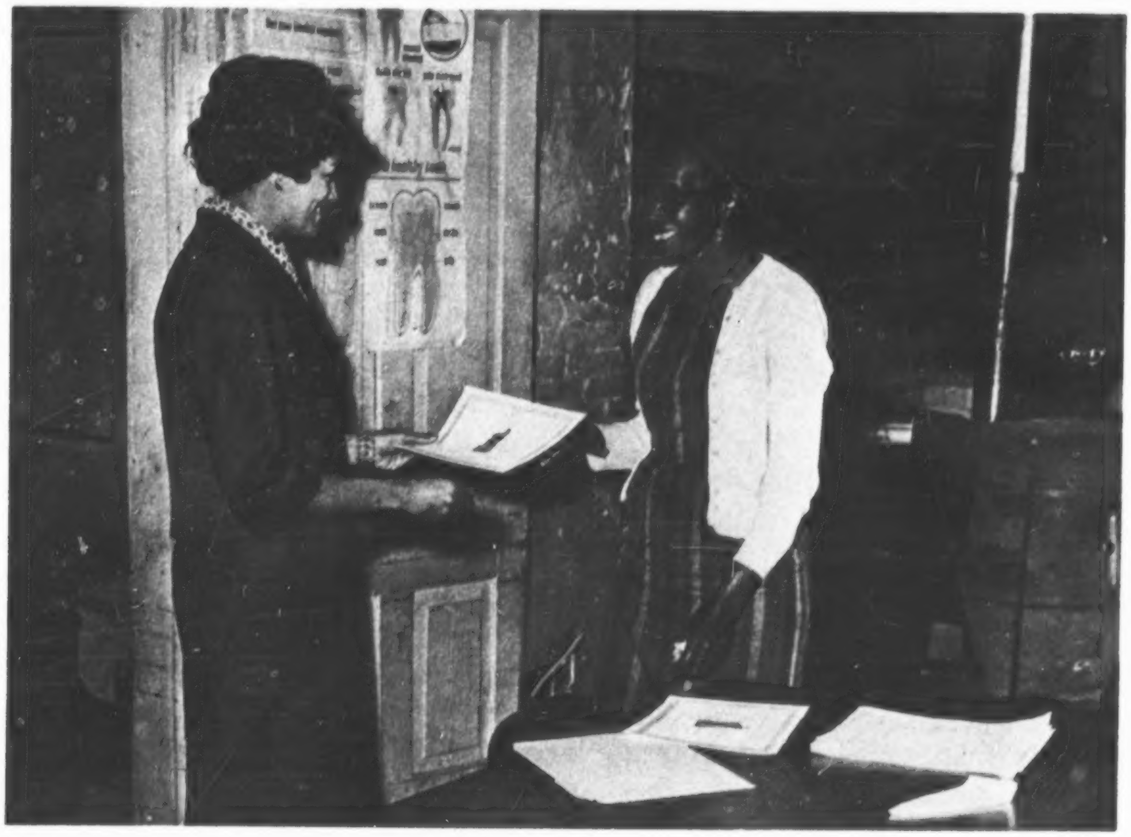

Figure 34. Project coordinator presents certificate to Brownville class participants.

In an attempt to make the idea of school more rewarding each participant was given a certificate of participation. A short social gathering was held following presentation of certificates. (Figure 34).

The certificates were to serve as physical evidence that the bearer had participated in the adult class. It was made very clear to the participants that the certificates were not diplomas but certificates of participation. (Figure 35).

Figure 35. Teacher explains to class the significance of the certificate.

The Tuskegee class was held on the campus and involved workers from the Tuskegee Institute Campus housekeeping department. The administrators of the housekeeping department were very cooperative in terms of making it possible for the participants to attend class. Figure 36 shows Dixen Atkins, Housing Manager for Tuskegee Institute, presenting certificate to a participant who could not have attended the class without approval of the housekeeping department administration. Figure 37 shows Walter Love of the housekeeping department presenting certificate of participation to the instructor of the Tuskegee Class.

Figure 36. Dixen Atkins presents certificate to Tuskegee Class participant.

Figure 37. Walter Love presents certificate to Tuskegee Adult Class Instructor.

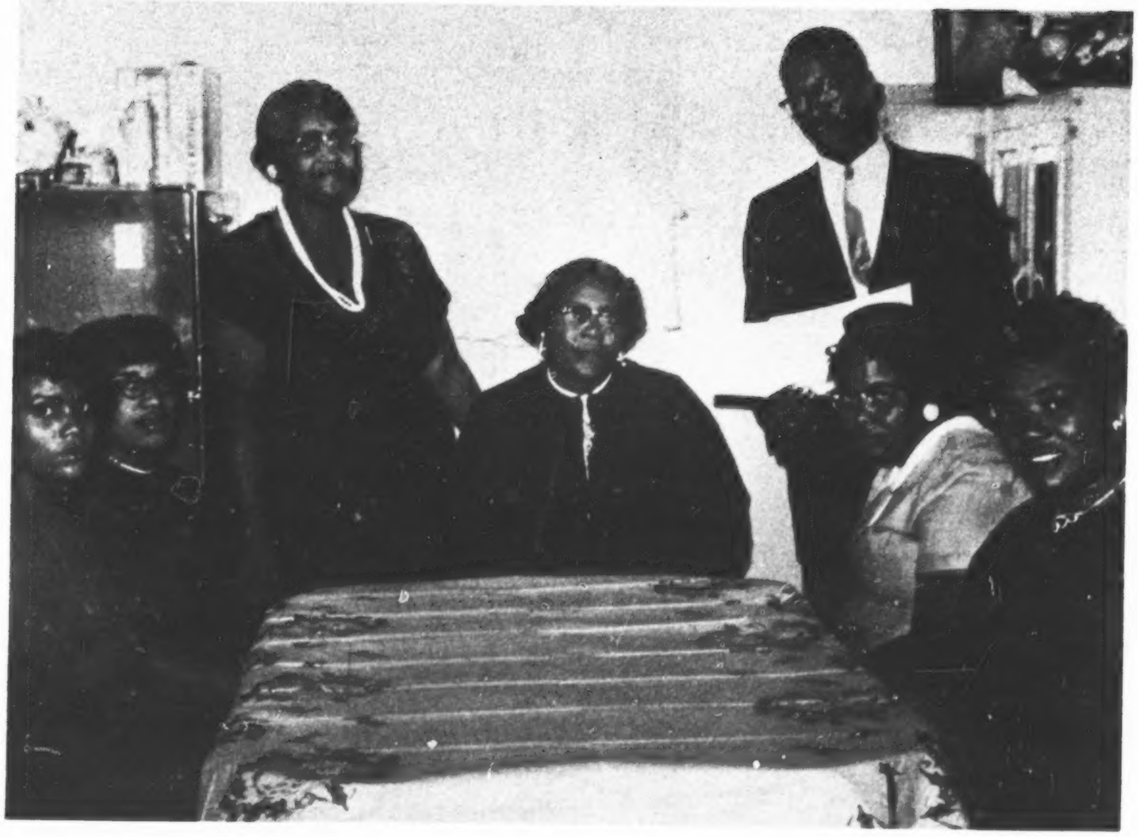

Figure 38. A portion of the Nebraska class with teacher and staff member (standing) pose for picture on last night of Nebraska class.

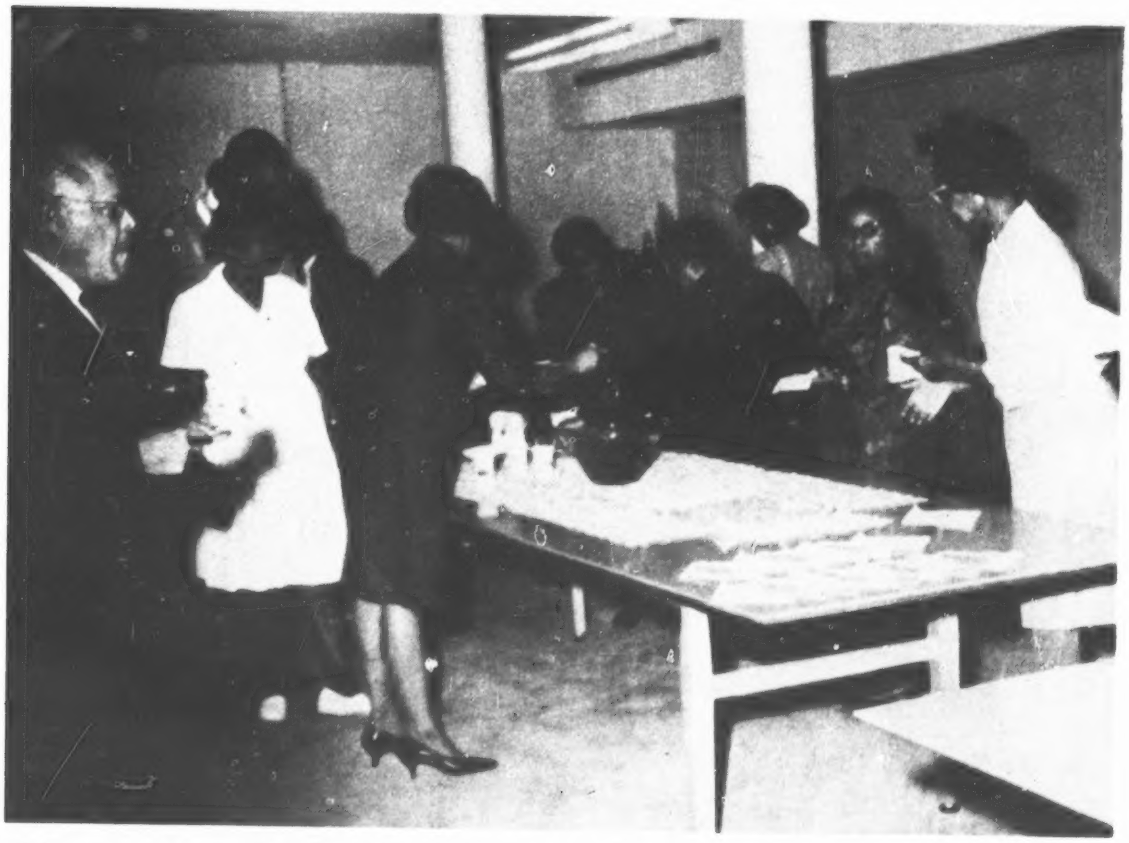

Figure 39. Participants attend last feature of adult program.

After presentation of certificates the participants engaged in a short social period. For the most part, time at the social was spent telling of experiences with the class, with the close of the social, the experimental teaching phase of Project D-184 was ended.

A. ADMINISTRATION

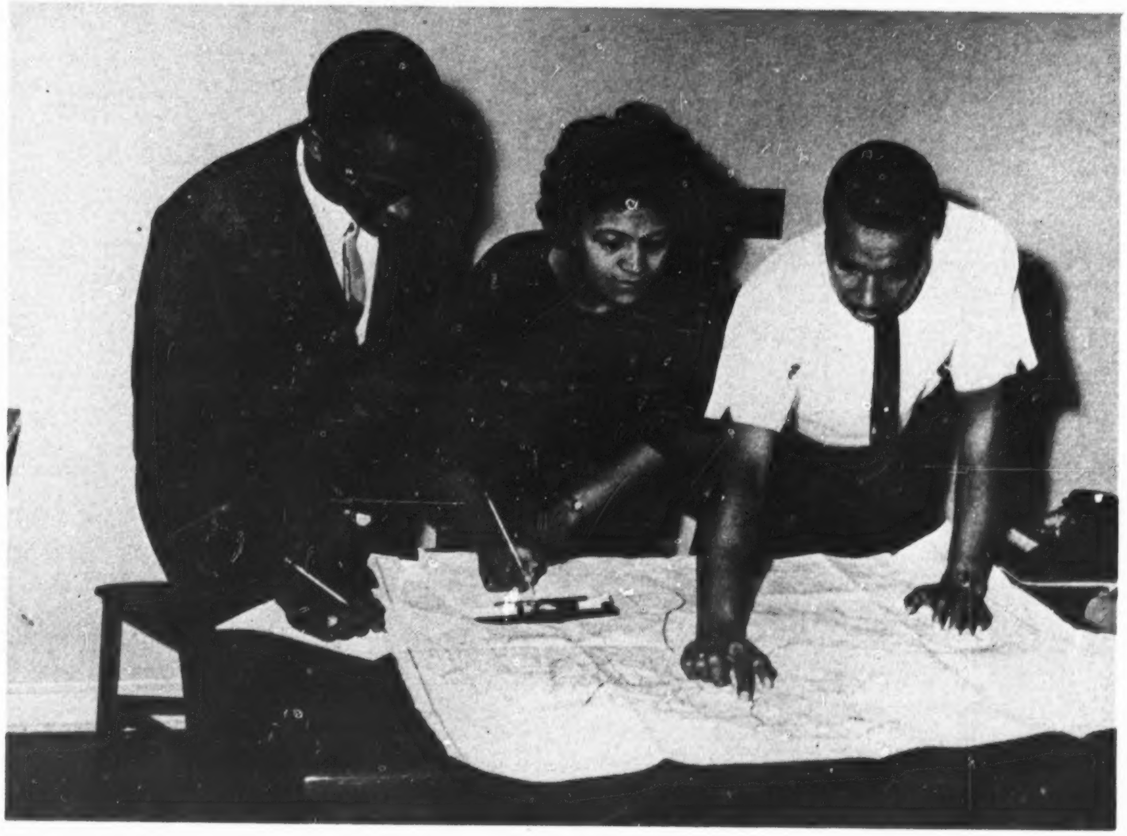

Figure 40. (Left to right) Robert Rhodes, Interviewer; Mrs. Janie S. Piland, Coordinator; and, Herman Franklin, Director, plan weekly interview itinerary.

The staff members of Project D-184 were issued detailed job descriptions by the Director at the beginning of the project. Although each member strived to do his particular job, a cooperative effort to insure the ultimate success of the program was also given by each staff member. Each Monday morning the Director, Coordinator and Interviewer (shown in Figure 40) would plan the weekly interview itinerary.

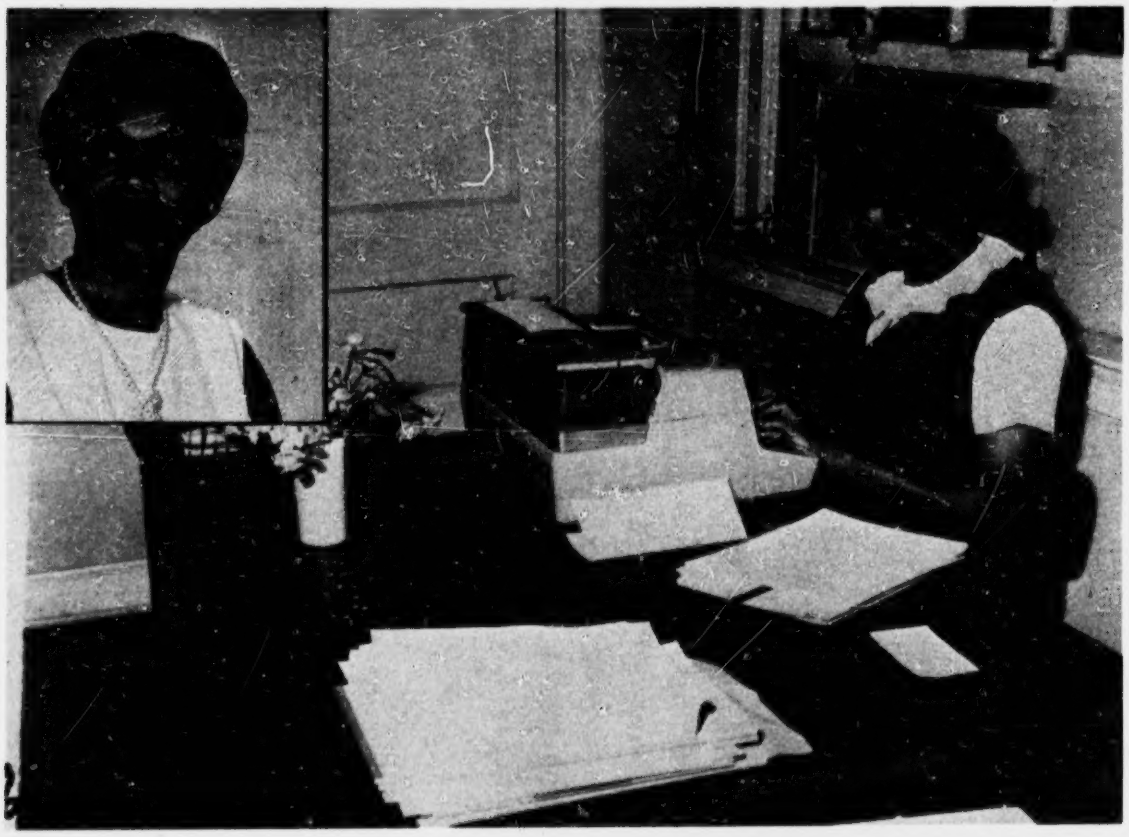

Figure 41. Project secretaries: (Inset) Mrs. Mary E. S. Mullins; (seated) Mrs. Beatrice N. Smith.

Two secretaries supported the project with the part-time help of college student workers. One of the college students is shown in Figure 42. The coding process is one good example of the

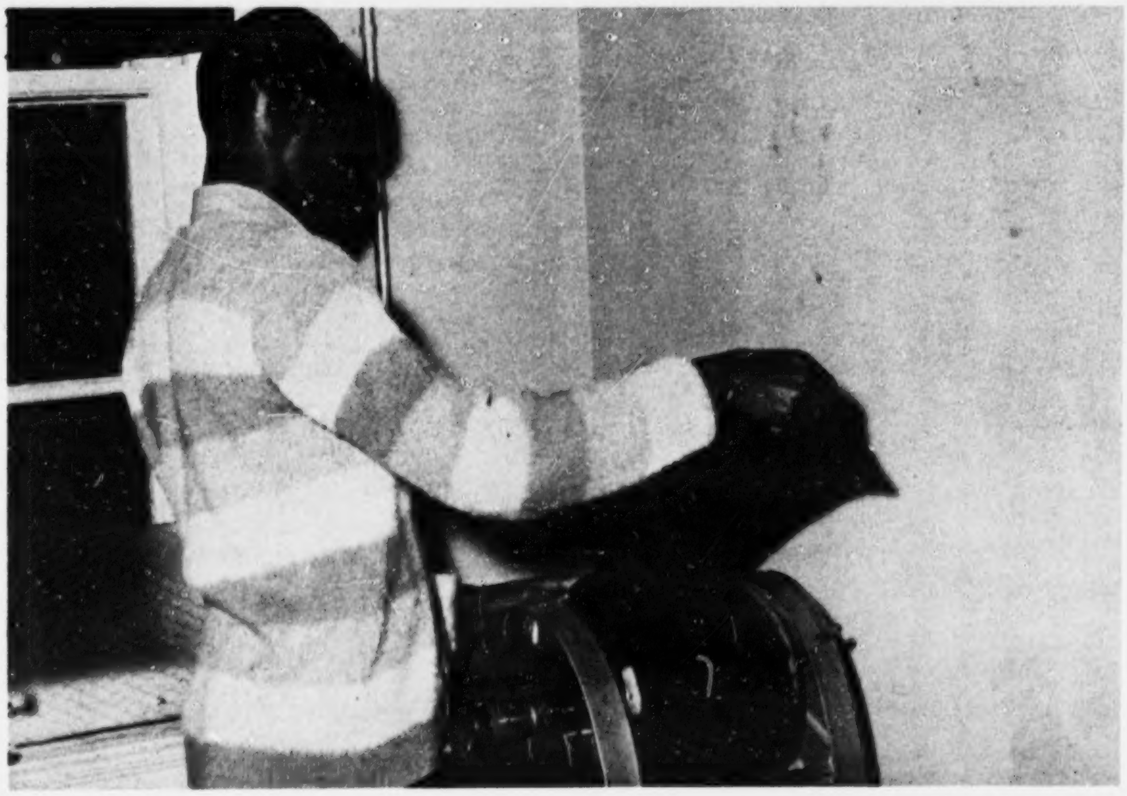

Figure 42. Student worker, Paul Dickerson, uses the mimeograph machine.

cooperation of all of the members toward the success of the project.

Figure 43. (Seated left to right) Robert Rhodes, Mrs. Janie S. Piland, Mrs. Ether Boyd and Herman Franklin coding data to be sent to the IBM Section as Dr. G. T. Dowdy studies the process.

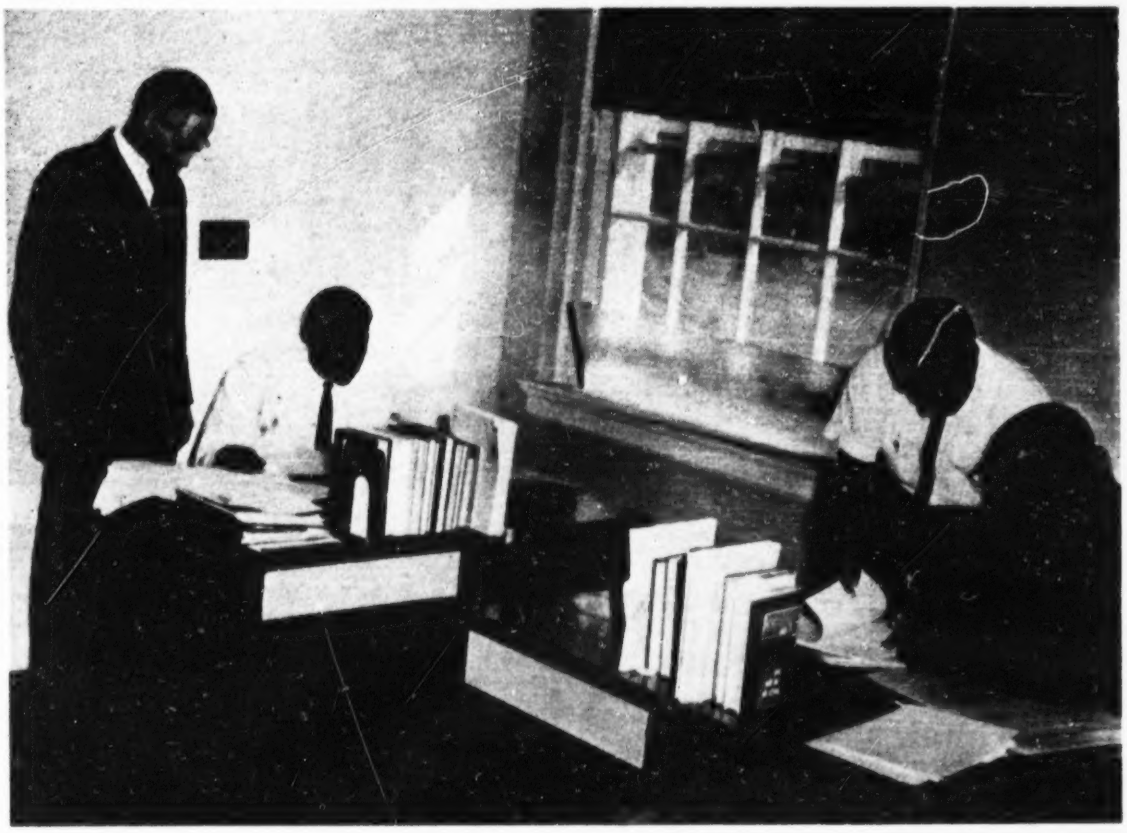

Figure 44. (Left to right) H. Franklin, Project Director, answers question for coder, Stanley De Veaux (graduate student seated). Dr. G. T. Dowdy (standing right) looks on as Ivery Clifton (graduate student) codes data collected on interview schedules.

Figures 43 and 44 show the staff members in the process of coding the data collected on the interview schedules.

ACKNOWLEDGMENTS

The writer wishes to express his indebtedness to the many persons and organizations that have assisted in making this study possible. He is particularly appreciative of the advice and direction given by the Cooperative Research Branch of the Department of Health, Education and Welfare and to Dr. Wade Robinson and Dr. William Wolfe who came to Tuskegee Institute in their endeavor to see that the project got off to a good start.

Finally, the writer wishes to thank Mr. Richard White for his help in the area of computer service and Mrs. Mary Mullins who served overtime as secretary to prepare the manuscript.

Theo. James Pinnock, Ph. D.

CHAPTER VII

SUMMARY OF MAJOR FINDINGS AND RECOMMENDATIONS

A. PURPOSE

The primary objective of this project was concerned with comprehensively identifying the problems of functional illiteracy in Macon County, Alabama. The many variables which contribute to functional illiteracy were examined in terms of the functional illiterate persons, status and self-image, educational level, economic and civic activities, health and nutritional practices, etc.

The secondary objective was concerned with conducting a limited amount of experimental teaching of functional illiterate persons in three communities. In conjunction with these objectives, the contracting agency assumed the responsibility of making referrals to other organizations and agencies in cases where the contracting agency could give us immediate assistance.

B. BACKGROUND

The setting giving rise to the problem is as alarming as the problem itself. In 1950, there were 835 non-whites and 35 whites who were residing in rural communities in Macon County, Alabama who had not successfully completed a single year of formal schooling, and 3,150 and 170 respectively who had completed less than five years of formal schooling. In 1960, there were 995 non-white and 50 whites who had not completed a single year of formal schooling and 4,007 and 506 respectively who had completed less than six years of formal schooling. Non-whites comprise 84 per cent of the total population in this county.

The background giving rise to the problems of the functional illiterate persons was further compounded in many socio-cultural and economic aspects. Machines are replacing unskilled men in the factories with a gathering momentum just at a time when farmers are leaving the land in great numbers. These displaced farmers are applying, without skills, for jobs in factories which are laying off, not hiring, the unskilled. Many of the prospective workers cannot be successfully retrained at their present educational level. There is evidence that the illiterate persons are being exploited economically and are also being cheated out of their rights to participate fully as citizens. Still more crucial within this miserable background of economic, social and educational insufficiency was the fact that the illiterates on the whole did not know where to go for help and the local power structures that were not completely unconcerned about their problems, stimulated in large part the vicious circle of exploitation which destroyed the hopes and ambitions of entire families.

As may be observed from the figures given earlier in this section, there were numerically more illiterates in Macon County in 1960 than there were in 1950. Like tends to beget like and the tentative indications were in 1964 when this project started that illiterates were producing illiterates. As will be discussed in subsequent chapters the setting giving rise to this study has changed some but it is still a long way from the pattern envisioned by the architects of the Great Society.

C. MAJOR FINDINGS

1. The sample used in this study consisted of 658 functional illiterate Negro and Caucasian adults. Of the 658 adults comprising the sample, 478 were females with a median age of 49.5 and 180 were males with a median age of 59.5. Three hundred and three (46%) indi-

cated that they were heads of households and of these heads of households, 144 or 47.5 per cent were females. Five hundred and one (76%) of the interviewees had social security numbers even though several were not paying any social security dues.

2. Among the most significant factors examined in this study were the educational grade levels of completion reported by the interviewees. Of the 658 participants, 632 (96%) reported that they had completed the eighth grade or less. It has been found in this study and others currently in progress on Tuskegee Institute's campus that there is little or no relationship between reported grades completed and actual grade equivalent. It is quite common to have a person reporting that he has completed the twelfth grade and have evidence of proof, but when tested with the Gray Oral Reading Test his reading grade equivalent may be between the third and fourth grade.

3. The reasons why there are so many functional illiterates in Macon County, Alabama were found to be many and varied. Thinking only in terms of the schools that were available to the illiterate adults, the conditions giving rise to illiteracy were:

a. Students had to be transferred over long distances from school to school as much as five times before they got a chance to start the eighth grade. This condition is still in existence in Macon County, Alabama as of March 31, 1966.

b. Of the 658 illiterate adults comprising the sample, 554 or 84 per cent had to walk to school; 91 or 13.8 per cent had free transportation and 7 had private transportation. Three hundred and seventy-nine (57.5%)

reported that during the rainy seasons of the year the roads and/or pathways were impassable and, therefore, they could not attend school.

c. Three hundred and five (46.3%) of the 658 respondents attended schools in which there were only one teacher and 150 or 22.7 per cent attended schools in which there were only two teachers. These facts coupled with an abnormally short school year made it highly conducive for many adults to drop out of school when they were youths.

d. Some teachers in the Macon County Schools, twenty to thirty years ago, were not even high school graduates. The schools, as were indicated by most of the respondents, were places to socialize and not necessarily an institution designed for teaching or learning.

e. Two hundred and ninety-nine (45.0%) of the 658 respondents attended one-room schools, and 150 or 23 per cent attended two-room schools. In general, the schools that were available to the respondents were miserably overcrowded; in addition, overwhelming evidence indicate that the participants interests and ability were never challenged while they were in school.

f. The schools the participants attended were, in most instances, uncomfortable. Four hundred and eighty-three (73%) of the 658 respondents indicated that their schools had wood heaters; and 102 or 15 per cent indicated that their schools had coal heaters. The fuel for heating the schools was supplied from various sources; 213 of the 658 respondents indicated that the County provided the fuel; 292 indicated that the community provided and brought fuel to the schools; 140 indicated that the students provided their own fuel, and 13 indicated that the teachers provided the fuel that heated the schools. Even though heating was inadequate, and still is, in some of the schools, attendance during the winter months was always good because the schools were more comfortable than the homes from which the adults came.

g. Of the 658 respondents, 21 indicated that they attended schools in which there were free hot lunch programs, the rest had to take lunch or did without. The County Government exerted little effort in meeting the educational needs of the majority group and the majority group ten years ago had absolutely no voice in the County Government.

4. Of the 658 respondents, 629 indicated that less than $20 per year was spent by their parents on their (respondents) education.

5. Several reasons were given by the respondents as to why they dropped out of school. Two hundred and ninety-six of the 658 respondents indicated that they dropped out of school for economic reasons; 99 dropped out to get married and 63 dropped out because they lost interest.

6. Six hundred and twenty of the 658 respondents indicated that they would go back to school if they had a chance to do so and 511 indicated that they wanted to learn how to read, write and do arithmetic more than anything else. Even though they wanted to go back to school, 318 of the 478 females indicated that they would not leave their community to go to school and 99 of the 180 males also said they

would not leave their community to go back to school. Indications are, from this and other studies that Negro females in Macon County are desperately in need of training; yet, relatively few are willing to leave home to get the training they need. The implications here are numerous and must be clearly understood before the situation can be objectively judged. Firstly, the Negro female is the anchor person in the family; she is responsible for taking care of the children, grandchildren and maybe one or two old folks who cannot move about. She is also responsible for growing the home garden which is a very important entity in the family's food program and most important, the Negro female in Macon County, Alabama must always be around to make decisions on all matters affecting the male (husband) whether he is there or not. In essence, she is the head of the household who carries every imaginable responsibility including that of a primary wage earner. In light of the foregoing discussion, the Negro female is faced with a difficult decision to make when she is offered training away from home.

7. The economic status and also the employment pattern of the respondents were detailedly examined. Seventy-eight of the 658 respondents indicated that they earned over $2,000 per year and 368 indicated that they earned less than $500 per year. Their chief occupation was farming and/or laborer. Employment for this group of people is seasonal and when they are employed they earn from $5 per week to $60 per week. Seventy-three of the 658 respondents were receiving public financial aid from the Macon County Department of Pensions and Securities. The evidence is somewhat inconclusive but as

a result of repeated discussions with the respondents, the interviewers were led to believe that welfare funds in Macon County were not being given to the most needy families. Some families indicated that "strings" were attached to their getting welfare funds. Whether the families were right or wrong, the fact is that significant changes have taken place in disbursing welfare funds. The economic status of the functional illiterates in the county is probably as bad as the poorest throughout the country; however, these people have hope at this time that they did not have when the project began. They see clearly the intentions of the Federal Government and the County Government even though the State Government might be belligerent towards programs designed to improve the masses. It is evident that in the relatively near future, the net annual income of all residents in Macon County will be increased and wages will be more in line with services rendered.

8. Most community activities revolve around the churches in the rural areas. Of the 658 respondents, 632 are members of churches. The churches are very well supported taking into consideration the very poor circumstances under which the respondents live. Three hundred and twenty-seven or 68 per cent of all female respondents and 115 or 64 per cent of all male respondents indicated that they contributed over $15 each annually to their churches, yet only 78 or 12 per cent of all respondents had annual income of over $2,000. Only 26 of the 658 respondents indicated that they discuss their spiritual and private problems with their ministers; yet the church is still the most powerful organization in the community. The rural churches serve on one hand as an outlet for pent-up frustrations and failures and on the other hand as the major tranquilizing force for groups of persons

who have been conditioned to believe that life on earth is destined to be miserable. Had it not been for the influence of the rural churches in Macon County, it is possible that the energies of the culturally deprived persons would become the most destructive force in the County. As it now stands, the functions of the rural churches beyond their spiritual endeavors cannot be substituted. The rural preacher in Macon County, Alabama, in general, is not a lettered man; he has never been to college, but he keeps up with current events and the responsibilities of his office by attending regularly on Tuesday nights the Religious Extension School sponsored by Tuskegee Institute. This service which is of no charge to the participants is available at Tuskegee Institute to ministers throughout the State.

9. Two of the major problems of illiterate persons in Macon County, Alabama were found to be (a) the attitude of the State and County Government towards the illiterate Negroes and Caucasians, and (b) the complete lack of communications between the two races. The State and County Government (Alabama and Macon County) adopted a paternalistic approach to Negroes and illiterate Caucasians and have given the rest unparalleled to freedom to dominate and exploit whenever, wherever, and whosoever that they can dominate and exploit. The illiterate Caucasian, still within the shackles of his ignorance has been corralled by unworthy organizations which preach hate, which exploits them but which keep them well-organized. The illiterate Negro is even less fortunate; he has the church which is overly expensive to him but which helps to control his emotions but he has no organization to free him from economic and social stragulation. It is

evident, that a paternalistic government such as the one that was in existence in Macon County when this project started sees the poor and the illiterates in their rightful places in society. The illiterate Negroes who have suffered for years from the pangs of deprivation have no less hate in them than do Caucasians who are illiterate. The fundamental difference is that the Negro churches exert an effective effort in controlling and tranquilizing hate while the same cannot be said of the illiterate Caucasian and their organizations. This question was asked of all participants, "What would you want to do most now if you had a chance to do it?". The answers as would be expected were interesting and varied but one Negro lady replied, "Kill every white man if I had a chance to do so". Several other answers, though not worded in the same fashion indicated that hate was equally imbedded in the Negro illiterate. Meaningful lines of communication beyond the master-servant relationship have almost been non-existent. The Negro does not accept the fact that economic change is slow and that social change is slower and the Caucasians do not intend to accept changes voluntarily.

10. Teaching and testing a relatively small number (18) of the functional illiterates were carried out with a high degree of success. The teaching was done on an experimental basis and the two standardized tests used were the Wechsler Adult Intelligence Scale and the Gray Oral Reading Test. Briefly, the findings will relate themselves to (a) class participation, (b) attendance, (c) teacher evaluation of participants, (d) differences in grade equivalent between the first results of the Gray Oral Reading Test and its final results

(e) changes in IQ as measured by the Wechsler Adult Intelligence Scale before the teaching process began and at the close of the teaching process, and, (f) the participants and teachers reaction to the teaching program.

a. Class Participation

All the assumptions that functional illiterates will not voluntarily and freely participate in educational discussions, tours, and maintaining their educational building were found to be wrong in this study. It is believed that the approach used in this study was responsible for the high degree of participation. The teachers had previous experience in teaching adults and above all they were dedicated persons who could emphathize and communicate with the participants. All three teachers, one of whom had a Master's degree and the others, several hours beyond a Bachelor's degree, spend quite a few hours per week visiting the participants and counseling them in their homes. The evidence seems to indicate that the attitude and training of the teachers along with the voluntary counseling program which they instituted are largely responsible for the high degree of class participation.

b. Class Attendance

The four classes that were set up catered to 118 adults in groups of 23, 31, 33 and 31. It was originally planned that no class should have more than 20 participants, assuming that there would be a 25 per cent attrition, the teachers would not have more than 15 illiterates in any one class.

The attrition rate anticipated did not occur; the overall attrition rate for the first semester (February through May) was eight per cent as against the 25 per cent that was anticipated. The attrition rate for both semesters was twenty-two per cent but this included those participants who were referred to other programs.

c. Teacher Evaluation of Participants

For purposes of this project evaluation was a two-way continuous process. Participants had a chance to evaluate some of their own work and the teachers evaluated the participants work in detail. A complete file was kept on each participant and at various periods the overhead transparency projector was used to show the participants their first handwriting in the class as compared to their current writing. The crucial factors in evaluating the work of functional illiterate persons rests with the regularity with which the work is evaluated and the ability of the teacher to point out progress and NEVER to mention failures as such. The methods used to evaluate the participants were primarily simple quizzes, observations made by the teachers, and the degree to which participants became interested in solving some of their everyday problems. The teachers had to observe changes in cleanliness (coming to class in clean clothes, even if they are old, taking a bath before coming to class, etc.) mannerism, speech, topics discussed informally, and so forth. In one center (Tuskegee Institute) the participants requested to be taught how to "figure" interests on loans as a result of that request, the participants in the four centers were exposed to very elementary training in the wise use of money. As of this time, the participants no longer endorse a check before they get to the bank; they no longer sign (or X) a document before they get someone to read it or explain it to them and they have ceased buying recklessly on a time payment plan. The participants have only been introduced to learning in a formal setting, but taking into consideration the progress made, they have covered immeasurable grounds.

d. Differences in Grade Equivalent (First and Second Oral Reading Test)

The Gray Oral Reading Test was administered to the 118 participants the second week after classes began. The idea was to administer the test to all again at the end of the teaching process but this was not possible because of several reasons. Forty-one participants who had the Gray Oral Reading Test twice showed an average gain of 1.3 in grade equivalent. When the teaching started, the forty-one participants were averaging a grade equivalent of 3.9; at the completion of the teaching process their average grade equivalent was 5.2. The gain in grade equivalent ranged from 0.2 to 5.3; the four highest individual gains in grade equivalents were 5.3, 4.9, 4.2, and 3.7 and the ages of the participants showing these gains were 41, 50, 34, and 61 respectively. In general, it has been observed in this study that as grade equivalent increases comprehension decreases, and the reverse is also true.

Again, the four highest gains in grade equivalent were 5.3, 4.9, 4.2, and 3.7 and the comparable gains in comprehension were, -14.0, 1.0, -8.5, and -11.0 respectively. The composite loss in terms of comprehension of the four best readers is 32.5 points. By the same token, there were seven of the 41 participants who showed an average loss in grade equivalent of 0.6 and they had an average gain in comprehension of 3.6 points.

The investigators relied heavily on the results of the Gray Oral Reading Test to help determine which of the four classes learned more in terms of reading. At the beginning of the teaching process each of the four classes had an average grade equivalent of 4.5, 3.9, 3.7, and 3.6 and at the end of the teaching process each of the four classes had an average grade equivalent of 6.3, 5.4, 4.4, and 4.9 respectively. The average gains in grade equivalent per class were, therefore, 1.8, 1.5, 0.7, and 1.3 respectively. It should be noted that the most significant gain in grade equivalent was achieved in the class where the participants had the highest grade equivalent (4.5) to begin with and this is also the class in which only objects and films were used as teaching devices. The question must be raised as to what accounts for the poor showing of the class which only improved to the extent of 0.7 grade equivalent. The discussion on pages 8 through 9 under subsections two and three indicates the experiment which manifested such poor results (0.7) on the one hand and good results (1.5) on the other. The experiment was designed to find out if younger persons 40 years old and below could absorb more in two thirds of the time than older persons 41 years old and above. It was also designed to determine if a small cash incentive offered on a competitive basis to the older group only would make any difference in terms of learning. The older group was given from 10 to 15 cents per class period depending on performance as measured at the end of each week which carries three class periods and the younger group which met twice per week got nothing in terms of monetary incentive. Most all other variables were kept constant; both classes met in the same building, they had the same teacher, the identical instructional materials, and the same amount and type of material was covered. Additionally, in an effort to control as many variables as possible, the classes were scheduled at the same hour every evening and a tape recorder was used to help the teacher maintain consistency in her teaching procedures.

The older participants showed an average increase in grade equivalent of 1.5 while the younger group showed an average increase of 0.7 which is less than half of the improvement showed by the older group. Was this increase due to the fact that the older participants got three hours of instruction per week and the younger participants only had two hours and were exposed to the same amount of material as was the older group? The investigators are dubious as to whether this is the reason because previous experiments have indicated that the rate of learning decreases as age increases; therefore, for this reason the older participants were given a longer time to absorb the material. Was this increase due to the cash incentive that was given? Here again the investigators are dubious as to whether the incentive is the real cause for the magnificent showing of the older participants. Was this increase due to the way in which the cash incentive was given? The indications are that this is the chief reason for the increase in grade equivalent among the older group. The incentive was set up on a competitive basis; the best performers got 15 cents per hour; the second best performers got 14 cents per hour; the third best performers got 12 cents per hour and the rest got 10 cents per hour.

The investigators recognize that much additional work is yet to be done in this area of adult learning but they are willing to assume that had it not been for the competitive factor which was built into the design, the gain in terms of grade equivalent would not have been significantly higher for the older participants than it was for the younger participants.

The implications here are tremendously important for government agencies and other organizations that are now embarking upon programs designed to rid this country of illiteracy. Giving fixed stipends to functional illiterates who attend adult education classes will almost certainly guarantee good attendance but do stipends motivate the adult to learn? It is the assumption of the investigators that stipends do not motivate adults to learn unless they are prorated and paid within the framework of performance.

e. Changes in IQ as Measured by the Wechsler Adult Intelligence Scale

The Wechsler Adult Intelligence Scale was administered to the 118 participants before the teaching process began and to a random sample of the participants when the teaching process ended. All but seven of the 31 participants in the random sample showed remarkable increase in their IQs. The investigators are of the opinion that the increase in IQ is due primarily to the change in the academic environment of the participants and the extent to which they were motivated to think and solve problems.

f. Participants and Teachers Reaction to the Teaching Program

Of the 118 participants in the classes ninety or seventy six per cent returned the evaluation and instruments that were addressed to them and all three teachers returned the instrument that was addressed to them. The evidence was overwhelmingly clear that the participants enjoyed the learning experiences and over fifty per cent of the 90 returning the evaluation schedule indicated that the class periods were too short. Fifty-nine of the ninety participants returning the evaluation sheet indicated that more people now come to them and ask for help with things they do not understand than before and all 90 participants indicated that they would recommend to their friends to take adult education classes.

All three teachers agreed that the subject matter offered was meeting the needs of the participants. Two of the teachers felt that the participants needed training in reading more than anything else while the other teacher indicated that civics was needed most. The teacher who felt that civics was needed most was more in line with the majority of the participants who indicated that they needed training in civics more than anything else. In essence, the teaching phase of the project has been very successful and rewarding to both participants and teachers. It is unfortunate that it has ceased and no further experimentation is being done. Other government sponsored adult education programs are now catering to some of the participants, but the need for educating the illiterate is still a most crucial one.

11. Information was sought from local government agencies and voluntary organizations as to what they were doing to ameliorate the problems of functional illiterate persons in Macon County, Alabama. The information received was somewhat disappointing. The County Cooperative Extension Service and the County Health Department are doing as much as they can within the framework of their policy. Unfortunately, their policies are not sufficiently liberal education-wise to make any special effort in helping the illiterates rid themselves of ignorance. There is little evidence that the present Macon County Sheriff's Department has given any thought that has resulted into very tangible

evidence of helping illiterate delinquents and parents, yet, the department recognizes that there is a positive relationship between illiteracy and crime. Questionnaires were addressed to twenty-two voluntary organizations in the County and seven were returned completed. The seven organizations returning the questionnaire catered to approximately two thousand persons with educational levels of 12th grade through doctorate degrees completed. There is evidence that the organizations are class structured and some of the organizations are not even remotely concerned with the problems of the poor and the illiterate. Three of the seven voluntary organizations conduct classes in reading, consumer economics, and civics. Two of the organizations give annual scholarship to college students and of these two organizations spend as much as $1,000 annually in scholarship funds. Finally, the information seems to indicate the local voluntary and local governmental organizations in general are not overly concerned with the problems of the functional illiterates.

12. The conditions under which some of the participants live and learn can be seen and judged from the pictures in Chapter VI. Some of these conditions are deplorable and one wonders how do people exist in such settings.

D. RECOMMENDATIONS

The recommendations set forth here are those which need immediate attention and which the investigators feel will have long lasting effects in improving the conditions of the functional illiterate persons in Macon County and other areas in Alabama. Based on the findings in this, the investigators wish to make the following recommendations:

1. Expose illiterate adults to continuous programs of formal education and skills training. In the absence of skills training formal adult educational classes would only serve to create intelligent underemployed and unemployed laborers.

2. Government policy in giving subsistence or stipends to persons who participate in adult education programs should be changed. Instead of prorating the allowances in terms of family size, the allowances should be prorated in terms of performance in the training situation. HEW should carefully consider the feasibility of providing for stipends in our opinion it is highly needed and will accelerate any badic education program.

3. Administrators of County Governments (County Commissioners, Mayors, Sheriffs, School Superintendents, Officials of Department of Pensions and Securities, Health Department Officials, etc.) should be required to attend a three-week workshop on college campuses throughout the State in which they would be exposed to lectures and discussions by the most competent and non-biased lecturers on relevant subjects relative to their role and responsibilities in liberalizing education for all. These workshops should continue over a five-year period during which time objective judgments could be made as to any changes in the policies of the various counties and the conditions of the illiterates.

4. Higher institutions of learning and other concerned agencies should initiate programs for self-help housing along with federally employed guidance counselors for the poor and illiterate families throughout the many poor counties in Alabama.

5. Special attendion should be given to illiterate adults who are victims of the share-cropping system in the many Counties in Alabama. Many people are in semi-slavery and even though this project attempted to reach all in Macon County, many landlords hold their tenants in a completely closed society, and are compelled to live in a world of fear and deprivation.

6. Teachers, Counselors, and other personnel who are to work with functionally illiterate adults must be carefully selected by "experts" if maximum results are to be achieved. After selection two or three months on-the-job/off-the-job training would not by any means be too much for them.

The foregoing recommendations, if put into full scale effect will no doubt begin to ameliorate the problems of the illiterate persons and may give them an opportunity to make their contributions to America.

APPENDIX 1

COMPREHENSIVE INTERVIEW SCHEDULE

9. Are you now:

	YES	NO	Number of Times
A. Legally married?	___	___	___
B. Common-Law marriage?	___	___	___
C. Legally divorced?	___	___	___
D. Legally separated?	___	___	___
E. Separated?	___	___	___
F. Widowed?	___	___	___
G. Single?	___	___	___

10. Number of your own children alive and are living in your house.

Boys_____ Girls_____ None _____

10a. Ages of Boys____

10b. Ages of Girls____

Number alive anywhere:

10d. Ages of Boys____

10e. Ages of Girls ____

What were their ages when they left home:

10f. Boys____

10g. Girls____

10h. Addresses of all children away from home:____________________

____

____

ASK ALL RESPONDENTS:

10c. Number of children dead________________. None________________

10i. How many other persons living in the house with you apart from your wife?________________________ None________________

Ages of persons living in the house with you apart from your wife:

10j. Males ____________________

10k. Females ____________________

10 1. Are they related to you? Yes ________ No ________________

EDUCATIONAL BACKGROUND

			Highest Grade Completed				
	Sex	Age	Public	Private	Year	Occupation	Present Address
11. Respondent's							
11a. Wife's or husband's							
11b. Children							
11c. Sisters							
11d. Brothers							

12. If respondent's highest grade is 8th or below, then ask would you care to improve your reading and writing skills? Yes _____ No ______

If YES, answer following:

12a. If classes or educational discussion groups are held in a school in or near your community will you attend? Yes ___ No ___

12b. Can you arrange to meet these classes or discussion groups?

1. Between working hours ______
2. After working hours ________
3. Day ____________________
4. Evening ________________
5. Hour _______ A.M. ____ P.M. ___

12c. Is there any day, (evening) that you could not attend these discussion groups or classes? Yes ________ No ________________

12d. What day or evening and why? ____________________________

12e. Where in this community would be the best places to meet for our discussion groups?

1.______________________________

2.______________________________

12f. Who in this community would be the most qualified persons to teach you how to read and write? ________________________

____

If NO, answer the following:

13. Have you found it difficult and hard to arrange to improve your reading and writing skills?________________________________

____

13a. Would you like to be able to understand and read the newspaper, magazines, the Bible, Great Books of America and so forth?

Yes______________ No___________

13b. If no, why?____

____

13c. When was the last time you read a book, magazine, newspaper,etc.?

____

ASK ALL RESPONDENTS:

13d. Do you think that your ability to read and write is as good as you want it to be? Yes_____ No____________________________

13e. Have you had any kind of local help (friends, relative, etc.) in teaching you to read and write? Yes________ No____________

13f. Have you ever felt that if you could read better you could handle your own affairs privately and better? Yes____No______

13g. When you have something to read that you cannot read well and understand to whom do you go for help?_________________________

IF THE RESPONDENT NEVER ATTENDED SCHOOL SKIP TO QUESTION 27 AND CONTINUE

14. How far away was your school from your home? (Miles)________________

15. Did you have free bus transportation? Yes________ No______________

15a. Did you have private transportation? Yes_____ No___________

15b. Did you walk to school? Yes___________ No_______________

15c. Was there a good road from your home to the school? Yes__No___

15d. Was this road often closed or impassable during unfavorable weather? Yes__________________ No_______________________

16. How many teachers were in your school?___________________________

17. How many rooms were in your school?_______________________________

18. About how many students were enrolled in your school?_____________

18a. About how many students were enrolled in your class?__________

18b. What is the number of the smallest class and largest class you have ever been in?____________________ _______________
smallest largest

19. How was your school heated?______________________________________

20. Was your school comfortable warm? Yes_____________ No___________

20a. Was fuel provided by the County?__________Teachers?__________ Pupils?__________ or Local Members of Community?___________

20b. Was there a hot lunch program in your school? Yes___ No______

If YES, ask 20c through 20g -- If NO, ask 20h through 20k.

20c. Did you have to pay for the lunch? Yes____ NO-____________

20d. How much?____

20e. Suppose you could not pay, does that mean you could not eat?

____

20f. Were you always able to pay? Yes__________ NO_______________

20g. What happened to you if you could not pay?_____________________

____

NO replies to 20, answer the following:

20h. What arrangements did you make for lunch while you were in school?____

20i. About how much per week were your parents (guardians) spending for your lunch while you were in school?__________

20j. Did you always have sufficient food to eat? Yes____ No______

20k. What chiefly were you served for lunch while you were in school?__________

____

21. Were reading books provided free of cost? Yes______ No__________

21a. Did you always have all the reading books, writing paper, pencil, etc., that you needed while you were in school? Yes___ No_____

21b. About how much per year would you guess that your parents spent on reading books and other educational materials for you?_____

__________ Nothing__________

21c. Did you have reading books? Yes__________ No__________

21d. If so, how did you get them?__________

____

22. Did you participate in any extra-curricula activities such as:

a. 4-H Club Yes_________ No __________

b. If no, why not?__________

____

c. Boy or Girl Scouts? Yes_______ No__________

d. If no, why not?__________

____

e. Little League Baseball? Yes__________ NO__________

f. If no, why not?__________

____

g. School Band?__________ Yes__________ No__________

h. If no, why not?__________

____

i. Swimming Classes? Yes__________ No__________

j. If no, why not?____

____

k. Others (specify)____

____

23. If respondent has never participated in any extra-curricula activities, ask why?____

____

24. Have you ever had problems with any of your teachers? Yes____ No____

24a. If yes, What kinds of problems, describe them as best you can?____

____

25. What would you say now were the chief reasons why you stopped attending school?____

____

26. Would you go back to school if you had a chance to go back? Yes____

No____

If YES, ask the following:

26a. What are some of the things you would want to learn most?_____

____

26b. Why those things?____

If NO, ask the following:

26c. Why?____

____

27. Could (can) your parents read and write? Yes________ No________
Mother Only
Yes________ No____
Father only

28. Do you have any relatives and friends who might be interested in learning to read and write? Yes____________ No____________

Give their names and addresses:

Name Address

____

____

____

29. Can you figure the exact amount a loan costs you? Yes______No______

If YES, ask the following:

29a. Suppose you borrowed $100 at 5per cent per annum, what would the interest be? $15___, $50___, $5___, or $25___________

29b. It may be that we could do something to improve your number skills. Who in this community could be used to teach you your number skills?______________________________

29c. To whom do you go for help when you have too many figures to handle?______________________________

If NO, ask the following:

29d. Would you like to learn? Yes__________ No__________

29e. Who in this community could be used to teach you number skills?

____

29f. Why do you not want to learn?______________________________

29g. To whom do you go for help when you have too many figures to handle?______________________________

30. Suppose you had an opportunity to learn a trade after your reading, writing and number skills have been improved; what trade would be your 1st choice?__________________ 2nd choice______________ 3rd choice?______________________________

31. Would you be willing to leave home from one to two years to learn this trade you want to learn most? Yes______________No__________

31a. If YES, what arrangements would you make for your family while you are away learning this trade?______________________________

____

31b. If NO, why not?______________________________

____

CIVIC AND POLITICAL INVOLVEMENT

32. Do you feel at this time that the government is making an effort to help all the people of this country? Yes__________ No__________

If YES, ask 32a through 32c. If NO, ask 32d and 32e.

32a. Indicate the ways in which the government is helping you and your community?__________

____

32b. Suggest other ways in which the government may help you and your community.__________

32c. What are you doing to help your own community?__________

____

32d. Suggest the best ways through which the government can help you and your community?__________

32e. What are some of the things that you are doing to help your community?__________

____

33. In general what is the best thing that everybody in the community can do to make this a better place in which to live?__________

____

34. Are you now a registered voter? Yes__________ No__________

If YES, ask the following:

34a. Do you think being able to vote is one way in which you can help your community? Yes__________ No__________

34b. How?__________

34c. If no, why not?__________

If NO, ask the following:

34d. Would you like to be a registered voter and be able to vote?

Yes__________ No__________

34e. Have you ever tried to get registered? Yes__________ No__________

34f. Why were you rejected?______________________________

____

34g. Do you think being able to vote is one way in which you can help your community?_____ yes________ No______________

35. Are there any members of your family who can vote? Yes_____ No_____

36. Give me the names and addresses of your friends and relatives who are of voting age and cannot vote.

Name	Address

Are you a member of any of the following organizations:

37. Civic Organization?____________ If yes, Name____________

37a. Fraternities?____________ ____________

37b. Lodges?____________ ____________

37c. Farm Organizations?____________ ____________

37d. Saving Club?____________ ____________

37e. Social Clubs?____________ ____________

37f. Professional Organizations?__ ____________

37g. Others?____________ ____________

37h. Are there any parks, picnic grounds or recreation centers available to you in this community? Yes________ no________

37i. What do you do for recreation?______________________

____

SOCIO-ECONOMIC FACTORS

38. Are you now employed? Yes________, then answer the following:

38a. Full time or part time?______________________

38b. Name and address of present employer______________________

____

38c. Present occupation?________________________________

38d. How long have you been in your present job?______________
weeks

______________ months ______________________ Years

38e. Has your employer ever encouraged you to continue or improve your education? Yes______________ No______________

(SKIP TO QUESTION 41 AND CONTINUE)

NO__________, then answer the following:

39. Why____

39a. Are you now drawing unemployment insurance? Yes____ No______

39b. If not, have you ever applied? Yes__________ No________

39c. Why have you never applied?____________________________

40. Are you now receiving public assistance from the Department of Pensions and Securities? Yes__________ No______________

If NO, skip to 40h.

Which of the following are you now receiving?

40a. Old Age Pension?______ 40b. Aid to the Blind?__________

40c. Aid to Dependent Children?______ 40d. Aid to Children in Foster care?________

40e. Aid to permanently and totally disabled?______________

40f. Medical Assistance for the Aged?___ 40g. Others__________

40h. Have you ever received public assistance and it was stopped?___

40i. What kind of assistance was it and why was it stopped?________

____

40j. Have you ever applied for public assistance?__________

40k. Do you think you need public assistance to help you overcome the difficulties you are now encountering? Yes___ No______

40 1. How would you go about applying for public assistance, where would you go first and to whom would you speak?__________

____

40m. Are you quite satisfied that, if left alone, you will overcome your difficulties or is it a situation where you are thinking that you are hopless? Let's talk about it some.______________

____

Skip to 43 and continue.

41. What is your rate of pay?$______, $______, $______, $______, $______
Hour Day Week Month Year

42. How many hours per day do you work on the jobs?______________

43. How long have you ever held a job?________ ________ ________
weeks months years

44. What was this job?______________________________

45. Name and address of last employer.______________________

46. What was your rate of pay? $______,$______,$______,$______, $______
Hour Day Week Month Year

47. Did you work everyday (Monday thru Friday)? Yes______ No__________

48. Why didn't you work everyday?__________________________

49. Why did you leave your last job?________________________

50. What kinds of work can you do best?______________________

51. Is your spouse presently employed? Yes________, then ask following:

51a. Name and address of present employer?________________

51b. Spouse's Occupation?____________________________

51c. Rate of pay? $______, $______, $______, $______, $______
Hour Day Week Month Year

51d. Has your spouse's employer ever encouraged (him, her) to continue (his, her) education? Yes__________ No__________

No______________, then ask following:

51e. Has she (he) ever sought employment?_ Yes________ No________

51f. Where and to whom did your spouse to to seek employment?______

____

51g. Why do you think your spouse was not successful in getting the job(s) applied for?____________________________________

____

51h. Why has spouse not sought employment?____________________

53. What kinds of work can your spouse do best?____________________

54. What are some of the things you would like to do to better your chances for employment?__________________________________

55. What are some of the things you would like to do to better your spouse's chances for employment?____________________________

56. On the average, over the last two years about how much did you and your spouse earn?$________, $________, $________, $ ________________
Daily Weekly Monthly Yearly

Do you own any of the following properties:

57. Home?________, If yes, No. of Rooms (excluding kitchen)____________
Estimated value of home$______________________________________

57a. Farm?_____. If yes, no. of acres_____, estimated value $_____,
Annual net income from farm $______________________________

57b. Business?___. If yes, what type?________estimated value $______

57c. Part-owner of business?_____, what type?____, net income $___

57d. Car?_____. If yes, year________ make________________________

57e. Truck?____. If yes, year___________make______________________

57f. Farm Machinery?______. If yes, what kind_____________________

57g. Business Machinery?____. If yes, what kind__________________
Estimated value of machinery________________________________

57h. Part-owner of a home?____. If yes, no. of rooms (excluding kitchen)________, estimated value of your share of home____________

57i. Part-owner of a farm?____. If yes, no. of acres_____, estimated value of your share of farm $________, annual net income $____

57j. Part of business?_______. If yes, what type and estimated value of your share of the business $______________________________

Do you lease any of the following:

58. Home__________. If yes, no. of rooms (excluding kitchen)__________,
how much do you pay $________ per ______________________________

58a. Farm ________. If yes, no. of acres_____, how much do you pay $________ per ________ estimated yearly net income $____

58b. Business_____. If yes, type of business______, how much do you pay $_____ per _______, estimated annual net income $___

58c. Part of business_____. If yes, what type of business________ how much lease to you pay $_____ per ____ and estimated yearly net income from business____________________

Do you have any of the following securities:

59. Checking Account?______ 59a. Savings Account?________________

59b. Government Bonds ______________________________

59c. Life Insurance?_______ If yes, ask 59d and 59e.

59d. Premiums paid $____, $_____. $________, $__________$______
Weekly Monthly Quarterly Half-yearly Yearly

59f. Educational Insurance for children?____________________

59g. Amount on each child ______________________________

59h. Burial Insurance?_____ Amt. on husband $ Wife $

59i. Liability Insurance on Car?_____ Collision and upset?________

59j. Yearly premium?_________ 59k. Property insurance?________

59 l. Yearly property insurance premium?____________________

59n. Stocks or shares?______________________________

59o. Member of Savings and Loan Assoc.?____________________

59p. If yes, What Assoc.?______________________________

59q. If yes, who recommended you?________________________

59r. Member of Credit Union?__________________________

59s. If yes, what Credit Union?________________________

59t. If yes, who recommended you?________________________

60. For small loans, ($2 - $5) to whom do you go for help? (Friends, relatives and others)? Be specific and give names. ____________

____

60a. Do you have to pay interest on such small loans?______________

60b. About how much interest would you pay on $5.00 for one week? $________. Explain your repayment arrangement.______________

____

60c. Do you feel that the rate of interest you pay is high?________

60d. Why?______________________________________

61. Do you manage to pay off all debts in allotted time? ____________

If yes, answer 61a and 61b:

61a. Do you have any savings after paying off all debts?__________

61b. If no, why?________________________________

If No, answer 61 c and 61d.

61c. Why?______________________________________

61d. What arrangements are usually made for payment?____________

Questions for sharecroppers only:

62. How many years have you been a sharecropper?______________

62a. With whom do you sharecrop? Name______________
Address______________

62b. What crops and/or livestock do you share?______________

62c. How many acres do you sharecrop?______________

62d. How do you go about calculating your share?______________

62e. At the end of a year do you always come out owing?__________ splitting even?______________ gaining?______________

62f. If you always come out owing, how much do you now owe the person with whom you sharecrop? $______________

62g. What do you feel are the causes why you are always owing at the end of the year instead of gaining?______________

62h. How do you plan to change the situation?______________

62i. For small loans ($2 - $5) to whom do you go for help? Be specific______________________________

Ask all interviewees the following questions:

Do you have any of the following facilities in your home?

	Yes	No	Number
63. Telephone			
63a. Bathroom			
63b. Inside toilet			
63c. Privy (outside toilet)			
63d. Running hot water			
63e. Running cold water			
63f. Electric lights			
63g. Central heating			
63h. Television			
63i. Radio			
63j. Open well for water			
63k. Hand pump for water			
63l. Carry water from spring or central point			
63m. Deep Freeze			
63n. Refrigerator			
63o. Sewing Machine			
63p. Gas space heat			
63r. Oil space heater			
63s. Coal space heater			

Now think well and tell me as accurately as you can about the following:

64. How much tax do you pay annually? $________________

65. How much rent do you pay annually? $________________

66. How much do you earn annually? $________________

67. How much does your wife earn annually? $________________

68. How much do your children earn annually? $________________

69. How much does the entire family earn annually? $________________

70. How much do you and your family spend annually for food? $________, clothes $_____. furniture $_____, liquor $_____, automobile (gas) $_____, church $_____, School Books $_____, newspaper $_____, automobile (repairs) $_______.

71. Now think well again for a moment and give me as accurately as you can the following information. After you have handled all your expenses over the year, how much do you have left? $________________

RELIGIOUS BACKGROUND

72. What is your religious preference?________________

72a. Are you a member of any church?____________________

72b. If yes, give name of church.____________________

72c. Give name and address of minister____________________

72d. About how many members are in your church?_______________

72e. How often does your minister meet his congregation?________

72f. About how much do you give to the church annually? $________

72g. Have you ever gone to your minister to discuss your personal and spiritual problems? Yes (See 72h) No (See 72i)

72h. What kinds of personal problems did you talk about?________

72i. Why?______________________________

Are your children presently participating in any of the following activities?

73. 4-H Clubs?______ 73a. School sports? _______________

73b. Church Activities?________ 73c. Boy or Girl Scouts?________

73d. Little League Baseball?______ 73e. School Band?__________

73f. Swimming Classes?________ 73g. Others?__________

MEDICAL HISTORY

74. What is your height?____feet_____inches_______________

74a. What is your weight?____pounds.

74b. Have you any disabilities at the present?____________

74c. If yes, what disabilities have you?______________

74d. Are you under treatment now, for an illness?__________

74e. Do you have a family doctor?___________________

74f. Doctor's name and address_____________________

74g. What hospital or clinic have you visited for treatment?_______

____

74h. Are you now in good health?____________________

74i. When was your last chest X-Ray?________________________

74j. Your spouse's last chest X-Ray?________________________

74k. Have your children been X-Rayed? Yes__________No__________

74 l. Have they had the Tuberculin Skin Test? Yes______ No________

74m. Where did you go to take the X-Ray?____________________

Have you and your family had the following immunizations:

	Respondent DATE	Spouse DATE	Children DATE
75. Small Pox:	____________	____________	____________
75a. Diptheria	____________	____________	____________
75b. Tetanus	____________	____________	____________
75c. Polio	____________	____________	____________

75d. Where did you get these immunizations?____________________

75e. If you did go to the Public Health Department for your chest X-Rays and immunizations, did you receive any other medical services while you were there? Be specific.________________
____

75f. If you did not go to the Public Health Department, then why not?

____

76. How often do you have your teeth checked?

76a. When needed________ 76c. Oftener________________

76b. Once a year________ 76d. Never__________________

77. Your children's teeth?

77a. When needed________ 77c. Oftener________________

77b. Once a year________ 77d. Never__________________

77e. Are your teeth in good condition? Yes______ No__________

78. Who prepares the meals at your home?________________________

78a. Has she (he) had any help in learning to prepare balanced meals? (Such as from high school home economics teacher, home demonstration agents, etc.) Yes________ No________________

78b. Do you feel that your meals are balanced? Yes______ No________

78c. How many meals are served a day in your home?________________

78d. Breakfast, what constitutes the meals served?________________

78e. Dinner, what constitutes the meals served?________________

78f. Supper, what constitutes the meals served?________________

Do your school age children eat lunch?

79. In school cafeteria________________

79a. At home?________________

79b. At nearby store?________________

79c. Take lunch box?________________

80. What foods that you cannot provide do you feel that your family need?

____

81. Do you think the children in the community are undernourished?________

82. What are the chief cause of death in this particular community?________

____

83. When you or other members of your family get sick, who do you call first?________________

84. About how much per year do you and your family spend for doctor bills?

$________________

85. Do you owe any money to the doctor now? Yes________ No ________

85a. How much? $________________

MILITARY SERVICE

86. Were you ever in the armed services? Yes______ No________

86a. When did you go in?________________
Year

86b. When were you discharged?________________
Year

86c. What branch of the service were you in?________________

86d. What type of discharge do you have?________________

86e. Apart from defending our freedom, in what other skills in the service were you trained? Be specific.________________

MISCELLANEOUS

87. From whom do you buy your groceries? ______________________

87a. Do you owe any grocery bills? Yes__________ No__________

87b. If YES, how much? $______________________

87c. Do you get a ticket from the grocer everytime you charge something or does he just give you what you want and write the account up in his books? Yes__________ No __________

88. From whom do you buy your clothes?______________________

88a. About how much per year do you and your family spend for clothes? $______________________

88b. Do you owe any clothing bills now? Yes__________ No __________

88c. If YES, how much? $______________________

89. Now think well of everybody you owe, and what you owe them for, and give me the following information:

NAME	AMOUNT OWED	FOR WHAT	LENGTH OF TIME OWED

90. Do you think at this stage of your life there is still a chance to improve yourself? Yes (see 90a)__________ No (see 90b)__________

90a. How best could we go about it?______________________

90b. Why?______________________

91. Do you feel the world has been unkind to you in any way? Yes (see 91a) __________ No (see 91b)__________

91a. How?______________________

91b. Tell me of some of your most fruitful and rewarding experiences?

____

92. You are now ________ years old, tell me of the one best thing that has ever happened to you?______________________

93. What would you like to do most now if you had an opportunity to do it?______________________

94. Tell me of all the places you have been outside of Alabama.

Location	Duration	Occupation	Reason for Leaving

95. Is there anything else you would want to tell me that we have not talked about?______________________________

Finally, we all wish to make our program to you and others of this community a rewarding and enjoyable activity. Certainly a certificate of attendance will be give to those who successfully complete the activities planned.

The space below is to be filled in by the Interviewer who should, among other things, give information on the following:

1. Cooperativeness of interviewee and family________________________

2. Condition of house (sanitation, lighting, etc.)____________________

3. Reaction of any visitor(s) interviewee may have had during the interview.____________________________________

4. Approximate time it took to execute the interview (do not include time it took to get acquainted, etc.)____________________________

APPENDIX 2

INTERVIEW SCHEDULE FOR
COOPERATIVE EXTENSION SERVICE

INTERVIEW SCHEDULE FOR
COOPERATIVE EXTENSION SERVICE

Tuskegee Institute has a history and tradition in assisting all people regardless of their training to continue to upgrade their education. Accordingly, we are pleased to inform you that Tuskegee Institute is now engaged in a project entitled "An Exploratory Study on Continuing Education for Adults in Macon County, Alabama". Your cooperation and assistance in helping to bring this project to a successful conclusion will be greatly appreciated. I would like to take up about forty or fifty minutes of your time to get some information from your organization which may help us to successfully execute the project. If your time schedule will permit it, may I begin now, or, would you wish that I return at a time designated by you?

INTERVIEWER'S NAME: ______________________ DATE: __________________

(Questions 2 - 4 should be addressed to the Area Supervisor)

1. Name of organization or agency: ______________________________

2, Address: ________________________ Telephone: _______________

3. Number of field employees in Macon County: M________ F____________

4. Length of service in the county for each field employee:

Male:

____

____

____

Female:

____

____

____

(Questions 5 - 38 should be addressed to the County Agent, his field assistants, and area supervisors if any are available)

5. Number of farm families served: ______________________________

6. Average farm family income of families served: ____________________

7. Income range of farm families served: ____________________

8. How many communities in the county are you now directly working with?

____

9. Of the total communities which are the most difficult in which to work in terms of getting cooperation? Begin with most difficult.

____________________ ____________________

____________________ ____________________

____________________ ____________________

10. What are four specific reasons why you think you are having difficulties in these communities?

____

____

____

11. Are these reasons unique to any one of these communities or are they common to all the communities in which you are having difficulty? ___

____

12. If they are unique, would you then give the reasons for your difficulties in each community separately?

Community	Reasons
____________	____________________
____________	____________________
____________	____________________
____________	____________________
____________	____________________
____________	____________________

13. In communities where you are having difficulty in getting your program across what do you estimate the per capital income to be?

Community	Per Capita Income
____________	____________________
____________	____________________
____________	____________________
____________	____________________

14. In communities where you are most successful with your program what do you estimate the per capita income to be?

Community	Per capita income
____________	____________________
____________	____________________
____________	____________________

15. What is the average education achievement in each of these communities where you are having difficulty in getting your program across? Begin with the most difficult.

Community	Average Educational Achievement
____________	____________________
____________	____________________
____________	____________________

16. What is the average educational achievement in the communities where you are more successful with your program? Begin with the most successful.

Community	Average Educational Achievement
____________	____________________
____________	____________________

17. Do you work with one group or do you try to work evenly across the board with the following:

Owners:	Full-time farmers?	Primarily ( )	Evenly ( )
	Part-time farmers?	Primarily ( )	Evenly ( )
Renters:	Full-time farmers?	Primarily ( )	Evenly ( )
	Part-time farmers?	Primarily ( )	Evenly ( )
Share-Croppers:	Full-time farmers?	Primarily ( )	Evenly ( )
	Part-time farmers?	Primarily ( )	Evenly ( )

18. If primarily, why do you choose to work with one more than the others?

____

____

19. From your judgement and your records give as accurately as you possibly can, the following information concerning the groups listed.

GROUP	Average Educational Achievement	Average Yearly Income
Full-time farmers:		
Owners	__________	$__________
Renters	__________	__________
Sharecroppers	__________	__________
Part-time farmers:		
Owners	__________	__________
Renters	__________	__________
Sharecroppers	__________	__________

20. List the sources of additional employment for part-time farmers.

____

____

____

21. What do you think accounts for the differences in average yearly income of full time farmers who are owners, renters, and sharecroppers?

____

____

22. What recommendations and suggestions would you make in terms of programs that might tend to ameliorate the differences in average yearly income?

____

____

____

23. If you were asked to deviate from your present program and design a new program for Macon County farmers, what would you place most emphasis on?____________________________

____

24. Why would you emphasize that area (those areas) in particular?______

____

____

25. The Cooperative Extension Service puts out a monthly newspaper which is distributed to the farmers, about what percentage of them do you think actually reads that paper?

0 - 19________ 20 - 39 _______ 40 - 59 ________ 60 - 79 ________

80 - 99 _______ 100 _________

26. Why do you think the rest do not read the paper?____________________

____

____

____

26a. Do you think the inability to read is a problem among the farmers? Yes ( ) No ( )

If yes, answer 26b and 26c.

26b. What is your approach for improving the situation?__________

____

26c. In your effort to help, what changes have you identified in your clientele in terms of their ability to read? __________

____

If no, answer 26d.

26d. Have you found that in general your more intelligent farmers are more successful than the less intelligent ones? __________

27. What State and/or County organizations (voluntary or governmental) do you refer to when your organization does not have the facilities to cope with the problems you have encountered in the execution of your program?______________________________

____

28. Assuming that an Adult Education Program was designed to raise the educational levels of farm families in Macon County, Alabama, in what ways could you cooperate with such a program? (Be specific)__________

____

____

29. Can you now envision any difficulties in a program designed to raise the educational levels of your clientele in the future?__________

____

30. What suggestions would you make to overcome these difficulties?______

____

31. What advantages or disadvantages would an adult educational program designed to raise the reading level of your clientele have on your program? (Be specific.)

Advantages	Disadvantages
______________________________	______________________________
______________________________	______________________________
______________________________	______________________________

32. What do you feel are the causes of adult illiteracy in Macon County, Alabama? (be as specific as you can). ______________________________

____

____

33. From your experiences in Macon County would you say that Tuskegee Institute, can rely on the local power structures in all the communities in terms of supporting a program designed to identify the basic causes of illiteracy? Yes ( ) No ( )

If yes, answer the following: (If no, answer 33b).

33a. In what ways would they be able to help?______________________

____

33b. Why?____

____

34. What communities in the county would you say offer the best promise for the success of a program designed to identify the basic causes of illiteracy and may be able to carry out some experimental teaching of basic skills? (Name communities in order of promise.)

1.______________________________________

2.______________________________________

3.______________________________________

4.______________________________________

35. Suppose the Federal, State, and County Governments should decide to close down the Cooperative Extension Service in Macon County, what immediate and long-term effects would such an action have on the farmers? ______________________________

____

____

36. Please describe your Extension Program in Macon County as detailed as you possibly can.

Adults: Male

Production ______________________________

Community ______________________________

Female

Production ______________________________

Community ______________________________

Youth: Male

Production ______________________________

Community ______________________________

Female

Production ______________________________

Community ______________________________

37. In how many communities in the County do you have organized Women's Clubs? ______________________________

38. In space below, give information for each women's club with regard to: Location (community) enrollment; average educational achievement (grade); and, meeting schedule.

39. What per cent of the housewives with whom you work have completed courses in the following?

A. Sewing ______%
B. Foods ______%
C. Child Care ______%
D. Home Management ________%
E. Personal Financial Management ________%

40. Describe the course content of each of the following:

A. Sewing________________________________
B. Foods________________________________
C. Child Care________________________________
D. Home Management________________________________
E. Personal Financial Management________________________________

____

41. Give four specific reasons why all members of the organized clubs have not completed couses in the areas discussed.

1.________________________
2.________________________
3.________________________
4.________________________

42. In what communities do you find it most difficult in getting cooperation from the housewives? Begin with the most difficult.

____

____

____

43. In what communities do you have the greatest success with your program. Begin with the most successful.

____

____

____

44. What kinds of difficulties are you encountering in the communities mentioned and what specific reasons could you give for having such difficulties?____________________________________

____

45. If you have found reading and writing to be contributory factors to your difficulties in working with members of the clubs, what suggestions would you make to ameliorate such a situation?____________________

____

____

46. If you were asked to design a new program for your community clubs, what would you place most emphasis on?__________________________

____

____

47. Why would you emphasize that area (those areas) in particular?______

____

____

APPENDIX 3

INTERVIEW SCHEDULE FOR MACON COUNTY PUBLIC HEALTH DIVISION

INTERVIEW SCHEDULE FOR
MACON COUNTY PUBLIC HEALTH DIVISION

1. Name of Department: ____________________

2. Address: ____________________ 3. Telephone: __________

4. Number of persons employed: _____ Male: _________ Female: _________

5. Do you work the entire county? ____________________

6. If no, how many communities do you work? ____________________

7. Why do you work only these communities? ____________________

____

8. How many persons do you serve in each community?

Community	Number served
____________________	______________
____________________	______________
____________________	______________
____________________	______________
____________________	______________

9. What communities require your services most? ____________________

10. In your opinion, why do these communities need your services more than others? ____________________

11. What diseases are most common in Macon County? ____________________

____

12. Which community has the highest rate of the common diseases? __________

____

13. What is the rate of illegitimate births in Macon County? __________

____

14. What is the rate of illegitimate births in each community?

Community	Rate
____________________	______
____________________	______
____________________	______
____________________	______

15. In your opinion, why is the illegitimate birthrate so high in community (ies)?____________________________________

____

16. What medical services do you offer?______________________

17. List the immunizations that you offer?____________________

____

18. Do you have a prenatal clinic?__________________________

19. If yes, do expectant mothers attend the clinic regularly?__________

20. If yes to 19, do they take the prescribed care of themselves?________

21. If No to 19, why do not some of the others attend?______________

____

22. In your opinion, approximately what is the average grade completed by the people whom you serve?______________________

23. How do you give your instructions? (oral or written)____________

24. What per cent of the expectant mothers whom you serve, have premature births?____________________________________

25. Does your department have a well-baby clinic?________________

26. Do you have the cooperation of those receiving your services?________

27. If No, what reasons would you give for not receiving their cooperation?____________________________________

28. What is the rate of malnutrition in Macon County?__________________

29. What is the rate of malnutrition in each community?

Community	Rate
____________________________	_______
____________________________	_______
____________________________	_______
____________________________	_______

30. Does your department supplement diets where needed?__________________

31. Is the inability to read and write a problem for many with whom you are working?____

32. What have you found to be your most effective means of communication:

____

33. As a result of your experiences, what techniques would you suggest that Tuskegee Institute use to get participants in a program designed to raise their levels of educational achievement?____________________

____

____

APPENDIX 4

INTERVIEW SCHEDULE FOR MACON COUNTY SHERIFF

INTERVIEW SCHEDULE FOR
MACON COUNTY SHERIFF

1. Name of Department: ____________________

2. Address: ____________________

3. Telephone: __________ 4. How many employed? __________

5. Population of County and/or areas under your jurisdiction: __________

____

6. How do you divide the County and/or area (communities, precincts, beats, etc.)? ____________________

7. Give the following information about the divisions:

NAME	NUMBER	POPULATION	ADULT OFFENDERS	JUVENILE OFFENDERS

8. What is the crime rate of Macon County? ____________________

9. How does it compare with similar counties in regard to the rate and type of crime, the frequency, etc.? ____________________

10. Which area has the highest crime rate? ____________________

11. Why? ____________________

____

12. What type of crime is committed most frequently in this area? __________

____

13. Which area has the lowest crime rate? ____________________

14. Why? ____________________

15. What type of crime is committed most frequently in this area? __________

____

16. What is the average age of offenders whom you convict?______________

17. What is the range of these ages?__________________________________

18. What is the rate of juvenile crimes in Macon County?______________

____

19. How does this rate compare with similar counties?_________________

20. Which community division has the highest rate of juvenile crime?_____

_______________________ 21. Why?_____________________________________

____

22. Which community division has the lowest rate of juvenile crime?______

_______________________ 23. Why?_____________________________________

____

24. What per cent of the juvenile offenders are high school drop outs?____

25. Is the inability to read and write a problem for your department in dealing with many of the offenders (adult & juvenile)?______________

26. List four conditions, existing in Macon County, that you feel are conducive to crime?____

____

27. What techniques would you suggest that Tuskegee Institute use to get participants in a program designed to raise their levels of educational achievement?____

APPENDIX 5

QUESTIONNAIRE

QUESTIONNAIRE FOR
VOLUNTARY ORGANIZATIONS

1. Name of organization ______________________________

2. Age __________ 3. Membership Number ______________________

4. Average age of members __________ 5. Age range of members __________

6. Criterion for membership ______________________________

7. What is the purpose of the organization? ______________________
____
____
____

8. What are the dues? ______________________________

9. If dues are not collected, then how is your organization financed? ___
____

10. What is the average educational achievement of the members? (Grades completed or degrees) ______________________

11. Has your organization ever held any educational classes or workshops? If YES, answer 11a and 11b. If NO, answer 11d.

YES ______________

11a. In what subjects? ______________________________

11b. When were these classes or workshops held? ______________

NO ______________

11d. Why not? ______________________________

12. Are regular classes or Educational Workshops held? ______________

13. Do you give any scholarship aid to college students? ______________

14. Do you have an annual welfare purse or project? ______________

15. If yes, what persons or agencies have benefitted? ______________
____

TUSKEGEE INSTITUTE
Tuskegee Institute, Alabama

Project D-184
Course Evaluation Worksheet
to be Completed by
Participants Only

Name________________________________ Date________________

School______________________________ Instructor______________

DIRECTIONS: This is our way of letting you evaluate your class. It is important that you answer all questions. Check only one answer to each question.

I. Appraisal of Subject Matter

1. Which lesson did you like best:

   a. 21 Arithmetic?

   b. 15 Reading?

   c. 3 Writing?

   d. 5 Spelling?

   e. 46 Civics?

2. Which lesson did you like least:

   a. 18 Arithmetic?

   b. 21 Reading?

   c. 23 Writing?

   d. 15 Spelling?

   e. 13 Civics?

3. Which lesson do you feel you needed most:

   a. 41 Arithmetic?

   b. 3 Reading?

   c. 3 Writing?

   d. 10 Spelling?

   e. 33 Civics?

4. Which lesson do you feel you needed least:

a. 8 Arithmetic?
b. 33 Reading?
c. 26 Writing?
d. 15 Spelling?
e. 8 Civics?

5. Do you feel that the things you have been taught will help you?

a. 72 Now
b. 18 Later
c. 0 Never

6. Was subject matter:

a. 0 Too hard?
b. 3 Too easy?
c. 87 Level needed?

II. Attendance

1. Did you attend:

a. 18 All meetings?
b. 69 Most meetings?
c. 3 Few meetings?

2. Did you miss meetings:

a. 0 Because you were not being taught what you needed?
b. 0 Because you were not being paid to attend?
c. 13 Because you were too busy?
d. 8 Because the hour of meeting was not satisfactory?
e. 3 Because School was too far from your home
f. 66 Others? (Specify)

3. Were the meetings:

   a. 3 Too long?

   b. 39 Long enough?

   c. 48 Too short?

4. Were the meetings:

   a. 82 Often enough?

   b. 0 Too often?

   c. 8 Not often enough?

5. Were you on time:

   a. 46 All of the time?

   b. 44 Most of the time?

   c. 0 Never?

III. Appraisal of Teacher

1. If you attend class again would you:

   a. 77 Want the same teacher?

   b. 0 Want another teacher?

   c. 13 Makes no difference?

2. Was the teacher on time for class:

   a. 87 All of the time?

   b. 3 Most of the time?

   c. 0 Never on time?

3. Was the teacher pleasant:

   a. 90 All of the time?

   b. 0 Most of the time?

   c. 0 Never?

4. Did the teacher go:

   a. 3 Too fast?

   b. 3 Too slow?

c. 84 Just right?

5. Did the teacher give you:
   a. 10 Too much to do?
   b. 5 Too little to do?
   c. 75 Just enough to do?

6. Did the teacher give instructions while moving about the room:
   a. 37 All of the time?
   b. 48 Most of the time?
   c. 5 None of the time?

7. Did you receive individual instructions when needed:
   a. 67 All of the time?
   b. 23 Most of the time?
   c. 0 None of the time?

8. Did the teacher let participants take part:
   a. 42 All of the time?
   b. 48 Most of the time?
   c. 0 None of the time?

9. Could you hear the teacher:
   a. 82 All of the time?
   b. 8 Most of the time?
   c. 0 None of the time?

10. Could you understand the teacher:
   a. 54 All of the time?
   b. 26 Most of the time?
   c. 10 None of the time?

IV. Personal Satisfaction

1. Did you enjoy the class:

a. 90 All of the time?

b. 0 Some of the time?

c. 0 None of the time?

2. Would you attend class again if one was held near you?

a. 90 Yes

b. 0 No

3. Can you attend to your business:

a. 75 Better than before?

b. 15 Same as before?

c. 0 Worse than before?

4. Do others ask you for help with things they do not understand:

a. 59 More now than before you attended class?

b. 23 Same as before you attended class?

c. 8 Never?

5. Would you recommend a class like this to your friends?

a. 90 Yes

b. 0 No

6. Have any of your friends or relatives made fun of you since you have been in class?

a. 10 Yes

b. 80 No

V. Classroom

1. Was classroom comfortable:

a. 85 All of the time?

b. 5 Most of the time?

c. 0 None of the time?

2. Did your classroom have good lighting:

a. 82 All of the time?

b. 8 Most of the time?

c. 0 None of the time?

3. Could you see material on the blackboard well:

a. 69 All of the time?

b. 21 Most of the time?

c. 0 None of the time?

VI. Comments: ______

APPENDIX 7
TEACHER COURSE EVALUATION SHEET

TUSKEGEE INSTITUTE
Tuskegee Institute, Alabama

Project D-184

Course Evaluation Worksheet to be Completed by Teachers Only

Name______________________________ Date______________

School____

DIRECTIONS: This is our way of letting you evaluate your class. It is important that you answer all the questions. Check only one answer to each question. Please answer each question truthfully and honestly.

I. Appraisal of Subject Matter

1. Do you feel the subject matter answered a basic need?

   a. 3 Yes

   b. 0 No

2. Which lesson do you feel the class needed most:

   a. 0 Arithmetic?

   b. 2 Reading?

   c. 0 Writing?

   d. 0 Spelling?

   e. 1 Civics?

3. Which lesson do you feel the class needed least:

   a. 1 Arithmetic?

   b. 1 Reading?

   c. 1 Writing?

   d. 0 Spelling?

   e. 0 Civics?

II. Appraisal of Teaching Technique

1. How would you rate the experimental teaching technique used in your class:

   a. 0 Excellent?

   b. 3 Good?

   c. 0 Fair?

   d. 0 Poor?

2. Would you recommend that this technique be used by other adult educators?

   a. 3 Yes

   b. 0 No

III. Administration

1. How would you rate your immediate supervisor:

   a. 3 Very helpful?

   b. 0 Could have given more help?

   c. 0 No help at all?

2. Did you have the necessary equipment and supplies to carry out your assignment:

   a. 3 All of the time?

   b. 0 Most of the time?

   c. 0 None of the time?

3. Do you feel that your knowledge and orientation of the experimental teaching techniques was:

   a. 0 Excellent?

   b. 3 Good?

   c. 0 Fair?

   d. 0 Poor?

4. Was the program organized:

   a. 3 Extremely well?

b. 0 Well?

c. 0 Fairly well?

d. 0 Poorly?

IV. Class

1. Would you want to teach again:

a. 0 The same group?

b. 0 Another group?

c. 3 Makes no difference?

d. 0 No

2. Did the class take the course work:

a. 3 Very serious?

b. 0 Not too serious?

c. 0 Not at all serious?

3. Did you enjoy the class:

a. 3 All of the time?

b. 0 Most of the time?

c. 0 None of the time?

4. Did you give individual instructions:

a. 3 Everytime the need arose?

b. 0 On certain days?

c. 0 Never?

5. Did class members participate freely:

a. 1 All of the time? (With or without visitors)

b. 2 Most of the time? (With or without visitors)

c. 0 Some of the time?

d. 0 None of the time?

6. What did you do when you could not be present for class?

   a. 1___ Got someone to teach in my place

   b. 0___ Changed meeting time of class temporarily

   c. 2___ Was always present as scheduled

V. Classroom

1. Was classroom comfortable:

   a. 1___ All of the time?

   b. 2___ Most of the time?

   c. 0___ None of the time?

2. Did your classroom have good lighting:

   a. 1___ All of the time?

   b. 2___ Most of the time?

   c. 0___ None of the time?

VI. Comments:____

____

____